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ABSTRACT

During Phase I of a conference for personnel of small and medium sized public libraries, participants were expected to acquire skills in: (1) design and execution of community analysis; (2) evaluation of library resources and services; and (3) development and implementation of programs to satisfy community needs. In Phase II, participants were expected to apply those skills in their own communities, and in Phase III, participants gathered together an additional time to discuss possible changes of strategy. This report summarizes the results of each phase of the program, and the appendixes provide copies of agendas, evaluation reports, and newsletters. (EMH)

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Final Narrative Report

Institute on Developing Dynamic Public Library Services Responsive to Community Needs

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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June 30, 1976

Compiled and edited
by Barbara B. Minor

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Final Narrative Report

Institute on Developing Dynamic Public
Library Services Responsive to
Community Needs

School of Information Studies

Syracuse University
Syracuse, New York

June 30, 1976

This is the final narrative report for the Institute on Developing Dynamic Public Library Services Responsive to Community Needs (PR no. 468H50029), conducted by the School of Information Studies, Syracuse University.

GOALS AND OBJECTIVES

The goal of this Institute was to train personnel associated with small- and medium-sized public libraries in the techniques of evaluation and planning, enabling them to conduct the kinds of analyses of their own libraries and communities that are normally accomplished by outside consultants.

Specific objectives designed to reach this goal were to enable participants to learn how to:

1. Design and conduct an analysis of their communities.
2. Evaluate present library resources and services.
3. Develop and implement a long-range plan of services responsive to identified and inferred needs of their communities.

INSTITUTE PROGRAM

The Institute program was divided into three phases:

Phase I: Workshop at the Syracuse University Adirondacks Conference Center, September 26-30, 1975. The four-day meeting focused on learning techniques of data identification, collection, and analysis.

Phase II: Participants conducted analyses of their own communities and libraries, using the skills learned in Phase I, and worked on action reports. During this time period, each library was visited by a member of the instructional staff who acted as a consultant for that day to facilitate the process.

Phase III: Workshop at Thornfield Conference Center, Cazenovia (near Syracuse), N.Y., January 10-13, 1976. This meeting time was used for reporting, revising, developing strategies for implementation of plans developed in Phase II, with individual consultation time scheduled in addition to group meetings.

The instructional technique employed in Phases I and III was interactive team teaching.

(See Appendix I for the agendas of Phases I and III.)

Phase I. Activities - Preparation

The principal activities of the pre-workshop period of Phase I were concerned with publicity and selection of participants; the design of program content, evaluation procedures and instruments; and the development of instructional materials. Roger Greer, Ruth Patrick and Karen Lally attended the FY 1975 HEA Title II-B Director's meeting in San Francisco July 3. A secretary was engaged and office and accounting procedures established. The opening day report and quarterly report were produced and sent to USOE.

One of the first major tasks of this phase was the design and conduct of a publicity campaign. The Institute was announced to potential candidates in the Mid-Atlantic and New England States by means of a descriptive brochure. (See Appendix I.) Distribution was accomplished through the directors of the twenty-two library systems in New York State and the State Librarians in the other

participating states. A letter and brochure were also sent to the state library association of each of the states with the request that the Institute be publicized in their newsletters.

A staff meeting to design the content of the Institute was held August 27-29 at the School of Information Studies. At this time, schedules were planned for the three phases and an agenda prepared for Phase I and a tentative agenda for Phase III. Staff members were assigned responsibilities for and began work on the design of instructional materials and data collection forms. A review of the original proposal resulted in the decision that a small reference library was necessary for Phases I and III.

The Institute Director and members of the staff met September 9, the day after the deadline for applications to be received, and selected thirty-seven participants from the eighty-three eligible applicants; six applications from Virginia were not considered because of geographical restrictions. (States from which no applications were received had been contacted again before the deadline date; reasons given were budgetary constraints and possible conflicts with the New England Library Association Conference.)

The main criteria for the selection of participants were their stated commitment and their capacity to follow through in carrying out the goals of the Institute. Another important factor in the final choice was the desire to have a balanced representation from the geographical area, both by size of state and population.

Whenever possible, two participants were chosen from each library to attend the Institute as a team. Two participants who were originally accepted as third members of teams with the understanding that they would not receive a stipend/dependency allowance later took the places of participants who were prevented from attending by severe storms and flooding in their area. Several

were accepted without another representative from their own libraries on the understanding that they would be working cooperatively with representatives from regional or state systems.

Since less than three weeks remained before the Phase I workshop meeting, selected applicants were notified by telephone of their selection. Formal letters of acceptance were also sent, as well as information to prepare them for Phase I, and census data for the areas which they would be studying was requested. Letters were sent to unsuccessful applicants, and those considered ineligible were contacted by telephone.

Based on experience from an earlier workshop conducted by the Institute teaching staff in New Jersey, it was decided that more time was necessary to cover topics in sufficient depth.

Dr. Ely designed evaluation instruments that were administered by the staff at the end of each of the three phases. In addition, time was scheduled for the Institute teaching staff to bebrief at the end of each major instructional period to consider program changes to adjust to perceived needs of participants.

The relative success of the Institute would be judged on the basis of the completion by participants of a document incorporating the new skills taught for each of the participating libraries. Recognizing the ambitious scope and significant amount of time necessary to accomplish these goals, it was decided that a draft, partially completed document, or significant evidence of management implementation would be deemed a reasonable success.

Phase I. Workshop

Phase I of the Institute was held from the evening of September 19, 1975, until noon September 23, 1975 at Minnowbrook, one of Syracuse University's Conference Centers. The objectives of Phase I were to train participants in the techniques of conducting a community survey and evaluating a library's resources

and services. The emphasis was on learning new techniques of analysis and design that are then to be used by participants in their home environment. (See Appendix I for the Phase I agenda.)

From the Institute staff's point of view Phase I went smoothly. The instructional materials were well designed and the agenda was flexible enough to be adjusted to minor changes in emphasis resulting from needs and interests of the participants. For example, because of an interest in library facilities expressed by participants, specific tables were designated at lunch for those who wished to continue discussion of this topic.

From the participants' point of view, Phase I appeared to be well received. A tally of the evaluation forms (see Appendix II) indicates the majority of the participants felt reasonably confident that they would be able to begin using the skills, techniques, and insights they had learned in analyzing their communities and libraries. In addition, ratings were reasonably high for preconference arrangements, facilities, institute resources (handouts, references, instructional materials), teaching techniques, and group dynamics. A more detailed analysis of the evaluation of all three phases by Dr. Donald P. Ely, the outside evaluator, is presented on pages 19-26 of this report.

Of particular interest to us were the responses to the open-ended question: "What specific recommendations would you care to make for Phases II and III?" The comments were helpful in conducting Phase III and in the planning of Phase III. For example, requests for a newsletter resulted in two issues of a newsletter (see Appendix IV) being sent to participants to maintain communication among participants, as well as between the Institute staff and participants.

The only problem encountered during Phase I was the last minute cancellations of five participants. Even though we had a list of alternates from which to select, and we had overbooked by two persons, we were three people short of our

intended number of thirty-five participants. Obtaining replacements was complicated by two alternate teams saying they would be able to attend and then being unable to attend. On the whole, alternates contacted were unable to come because of such short notice.

Three of the cancellations were the second member of a team and were unable to come because of financial hardship for the library. The other two people were unable to come because severe rains and flooding in their area closed the roads. One of the alternates, who was the second member of a team attending Phase I and involved in Phase II, planned to attend Phase III, which would bring the number to thirty-three participants.

Phase II. Activities

Participants worked at their home libraries during Phase II on data collection and analysis, using techniques learning during Phase I. A unique feature of this Institute was a visit by a member of the teaching team to each of the libraries in the role of a consultant to give any assistance necessary. Contact with participants was also maintained by telephone and letter, and progress reports, suggestions, and questions from participants received by the staff were reported to the whole group in a newsletter.

The newsletter was suggested by participants, as well as meetings of participants in their own areas to share experiences, problems, and solutions. Such meetings took place in Massachusetts and Maryland.

Two bibliographies were also sent to participants during this period. The first arose from needs and interest expressed in Phase I and included citations suggested by participants of articles and materials they had found useful. The second bibliography, a short list of basic sources on Communication and on Implementing Change, was included in the second newsletter at the request of participants in preparation for Phase III.

Phase II. On-Site Visits

Participants were asked to indicate at which stage of Phase II they felt that assistance would be the most helpful and possible dates for on-site visits. The schedule was planned accordingly and two visits were made in mid-November, eight in early December, seven in the ten days before Christmas, and one between Christmas and New Year's. Though no action reports had been completed, members of the teaching team reported satisfactory progress by participants.

Phase II. Evaluation

One of the first things the participants did when they reassembled for Phase III was to complete an evaluation questionnaire on Phase II. (See Appendix II for a tally of the responses.) At this time, 72 per cent of the respondents reported that their community analysis was 75 per cent completed and 56 per cent reported their library evaluation was 75 per cent completed.

The major problem encountered during Phase II was insufficient time to complete the work, reported by 68 per cent of the respondents. Several reported that the time problem was due to local crises such as a bond vote on a new library building.

The answers to question 4, "Which of the problems above are sufficiently serious that you would like to spend more time on them before proceeding further with Phase III of the Institute?" were extremely helpful to the teaching staff. The staff realized that those who were having problems were most concerned about the organization, analysis and interpretation of the data collected and thus the staff were able to focus special attention on this area during Phase III.

The assistance received from the teaching staff during the on-site visits was characterized as ranging from "helpful and timely" to "extremely helpful" by 64 per cent of the respondents.

It is interesting to note that, even at this point, 44 per cent of the

respondents reported that the data collected during Phase II served a useful purpose for decision making during this period. The demographic data was reported as especially helpful in program planning and in deciding what large groups are not being served. Data was also used in budgeting, collection development, weeding and inventory.

Phase III. Preparation

The tentative schedule for Phase III which was presented in the first quarterly report was modified, expanded and enriched according to the needs of the participants as reflected by the evaluation questionnaires of Phase I and as perceived by the teaching staff during their Phase II visits to the participants. (See Appendix I for the revised agenda.) Modifications included a session on Gant charts and Planning Programming Budgeting Systems (PPBS) which was added in response to requests for specific management techniques and for help in deciding how to allocate time and money. Time for individual consultations was also increased in response to requests, and appropriate instructional materials were developed and prepared.

Phase III. Workshop

Phase III of the Institute was held January 10-13, 1976 at Thornfield Conference Center, Cazenovia, N.Y. The objectives of this workshop were to:

1. Have participants present progress reports and share experiences of data gathering, problems, solutions, insights and decisions during the period of Phase II.
2. Obtain reaction and feedback from participants and staff to the techniques of community analysis, library evaluations and development of long-range plans.
3. Develop strategies for implementing the recommendations and long-range plans of participants for their libraries.
4. Assist participants who want to train others in the techniques learned at the Institute.

Thirty-three participants attended Phase III. There was one last minute cancellation when Louise Mowen of Pennsylvania was unable to attend because of illness. Two new additions to the roster were Gaile Grele of Old Bridge, N.J., and William Elgie of Dover, Del., both of who had been involved in Phase II at their respective libraries. A complete roster of participants is in Appendix III.

From the Institute staff's point of view Phase III went smoothly. The schedule was flexible enough to be adjusted to minor changes in emphasis resulting from the needs and interests of the participants.

From the participants' point of view Phase III appeared to be well received. (See Appendix II for a summary of the responses to the evaluation for this phase.) Forty-five per cent of the respondents reported that they were reasonably confident or more to develop and implement a long-range plan of services responsive to known needs in their community, 40 per cent felt there were minor gaps in their ability and only 12 per cent felt they still needed help. Seventy per cent felt that their plans would be 50 per cent or more implemented -- a factor that indicated that this Institute will have impact on library operations and procedures.

Despite the weather, ratings were reasonably high for facilities. Institute resources (handouts, references, materials), techniques employed and group dynamics were also generally rated well. Eighty-eight per cent of the respondents felt that an Institute such as this would benefit other librarians in their area.

Related to the fourth objective of Phase III, "To assist participants who want to train others in the techniques learned at the Institute," 60 per cent felt 75 per cent confident or more about participating as a team member in conducting an Institute such as this for their colleagues.

The participants appeared to be frank and open in their evaluation of the Institute. Some comments were positive, others negative, but mostly constructive and will be of great assistance in modifying the Institute for the future. A

more detailed evaluation by Dr. Donald P. Ely, the outside evaluator, is included in this report (pages 19-26). However, some flavor of the enthusiasm of the participants can be conveyed in the following comment:

> Once again, I will state that this is the best library workshop, institute, etc., I have ever attended. Beautiful people, great approaches to problems, esprit de corps without "group think", and a very pragmatic approach to a very important issue.

ANALYSIS OF PARTICIPANTS

The final group of thirty-four participants represented eighteen libraries in ten of the twelve Mid-Atlantic and New England States; no applications were received from Maine, New Hampshire, or Washington, D.C. The originally planned geographical balance was somewhat upset when one team of two from Pennsylvania was prevented from attending the first session by flooding in their area. The distribution by state of both participants and libraries is presented in Table 1.

Table 1

DISTRIBUTION OF PARTICIPANTS AND LIBRARIES BY STATE

State	Number of participants	Number of libraries
Connecticut	4	2
Delaware	2	1
Maryland	4	2
Massachusetts	6	3
New Jersey	5	3
New York	6	3
Pennsylvania	2	1
Rhode Island	2	1
Vermont	2	1
West Virginia	1	1
TOTALS	34	18

The purpose of the Institute was to train public library personnel from small- and medium-sized libraries, i.e., those serving communities with a population of 100,000 or less. The population of communities served by participating libraries ranged from 76,244 to 7,500, with a median population of 28,600. The distribution of libraries by population of community served is presented in Table 2.

Table 2

DISTRIBUTION OF LIBRARIES BY POPULATION OF CITY OR TOWN

Population	Number of libraries
over 70,000	2
50-60,000	1
40-50,000	0
30-40,000	5
20-30,000	3
10-20,000	6
under 10,000	1

Participants were encouraged to attend as members of two-person teams from each library to facilitate the analysis, evaluation, planning and implementation phases of the Institute program. Any combination of library personnel would be acceptable -- professionals, non-professionals, and/or trustee (or Friend of the Library). Public library system or state library consultants and persons from branch libraries were also invited to apply.

The final group chosen included fifteen head librarians, representing a full range of the libraries from the largest to the smaller libraries with very small staffs. Eleven participants were library staff members (Reference Librarian, Head of Adult Services, Circulation Head, clerk, etc.) Three trustees attended as well as one Friend of the Library, three regional or system consultants, and one state consultant. Distribution of participants by library positions is

presented in Table 3.

Table 3

DISTRIBUTION OF PARTICIPANTS BY LIBRARY POSITION

Library position	Number
Head Librarians (Directors, Administrators, etc.)	15
Library staff members	11
Regional or system consultants	3
Trustees	3
State consultant	1
Friend of the Library	1

Twelve of the libraries were represented by teams of two persons; of these, three team members were regional consultants and one a state consultant working with the library representative(s). Three libraries had only one representative; and two had three-person teams, one including a system consultant. The break-down of the teams is presented in Table 4.

Table 4

DISTRIBUTION OF PARTICIPANTS BY TEAMS

Team composition	Number of libraries
Two person teams:	
library personnel	6
library staff and trustee or friend	4
library staff and regional or state consultant	3
One person teams:	
library personnel	3
Three person teams:	
library personnel	1
library staff, trustee, and system consultant	1

In all cases, participants were chosen on the basis of their personal goals and objectives for attending the Institute as well as their statements of commitment of time to complete the project. In retrospect, these criteria correlated significantly with the success of the program.

OUTCOMES

As final outcome of the Institute, it was expected that the teams would develop an action report encompassing the community profile, library evaluation and recommendations for a long-range plan of library services to the community for each library represented. It was also expected that there would be dissemination of the skills learned by participants to other librarians in their own areas under the auspices of local associations and regional systems.

Completed reports were submitted for 11 of the 18 libraries before June 30, 1975. These are listed in Figure 1, page 14.

The status of incompleted reports is summarized briefly below:

Pawtucket Public Library, Curt Bohling and Ruth Corkill: Target date for completion, July 4. Extensive data collected has been used in the formulation of a proposal for a comprehensive plan to revamp the entire system. (Providence Journal, March 21, 1976. Appendix V.)

Fairfield Public Library, Irene Brisacher: Data collection and most of the analysis completed. Ideas in the report have already been used in planning a campaign for a new library building.

E. C. Scranton Memorial Library, Madison, Conn., Sandra R. Broom and Mary Joan Moench: Data collection and part of analysis complete. Plan to complete report by early fall.

Old Bridge Public Library, Sara Eggers and Gaile Grele: Final draft is in preparation. 64+ pages; map, tables.

Figure 1

REPORTS COMPLETED BY JUNE 30, 1975

Batton, Delma H., Suzanne Parrott and William A. Elgie. The Dover Public Library: Prologue to Progress. In Search of Dynamic Library Service. A Study of the Community and Its Needs. A Report prepared for Syracuse University, School of Information Studies, under a USOE grant, January 1976. 38 pages; maps, tables, graphs.

Fish, James H. An Analysis of the Community and the Public Library of Leominster, Massachusetts. April, 1976. 81 pages, map, tables, graphs.

Gers, Ralph and Katharine C. Hurrey. A Study of the Calvert County Public Library and the Community It Serves. A Report prepared for the Institute on Developing Dynamic Public Library Services Responsive to Community Needs and the Calvert County Public Library, January 1976. 62+ pages; map, tables, graphs.

Joyce, Craig D. A Study of the Community of East Brunswick and the East Brunswick Public Library with recommendations for the library. June 1976. pages; map, tables

Levine, Judith L. and Francine Rodger. Untitled study of Shenendehowa Free Library and its community, Mechanicville, N.Y. 46 pages; map, tables.

Lowenthal, Helen and Priscilla Page. The Springfield (Vermont) Town Library: A Survey of its community, its resources and services, with recommendations for developing services responsive to community needs. Prepared for the U. S. Office of Education Institute on Developing Dynamic Public Library Services Responsive to Community Needs, 1975-76. To be published by the Vermont Department of Libraries. 44 pages; tables, graphs.

Moore, Charles F. and Janice Charbonneau. A Study of the Community of Auburn and Its Library Services. 1976. 28 pages; maps, tables, graphs.

Nelson, Barbara, Mark A. Nesse and Frances C. Penta. Beverly and Its Library: report of a self-study of Beverly, Massachusetts and the Beverly Public Library -- 1976. 136 pages; maps, tables, graphs, bibliography.

Stern, Joel. "An Investigation of the Adult Circulation Collection of Kanawha County Public Library, Charleston, West Virginia." January 9, 1976. 5 pages; tables.

Stern, Joel. "Position Paper on Branch Expansion Planning for Kanawha County Public Library, Charleston, West Virginia." January 7, 1976. 12 pages; maps, tables.

Sumler, Claudia Burnett and Lorraine Fry. Kent County Public Library: A survey of a small public library and its community with recommendations for future goals. In conjunction with the Institute on Developing Dynamic Public Library Services Responsive to Community Needs sponsored by U.S.O.E. and Syracuse University. 1976. 107+ pages; map, tables, graphs.

Trace, Sally A. and Louise B. Mowen. A Study of Besore Library and Its Community with Recommendations for Extended Public Services. Greencastle, Pa.: Lilian S. Besore Public Library, March 1976. 73 pages; maps, tables, graphs.

Westport Public Library, Louise Kreger and Sylvia Kaye: To be completed by mid-July. An oral report has been made at a meeting of the Board of Directors of the library; also attending were members of a town committee on the subject of town buildings and the editor of the local newspaper. The head of the Board used data from the report in a letter to the editor on the library building program which has appeared in the local paper; and the editor is interested in printing more of the report when it is completed.

Brighton Memorial Library, Rochester, N.Y., Nancy Ryan, Mary Lee Niemi and Carol Wolfe: Target date for completion, September 1. Completed chapters are already in the hands of a citizens' committee working on a proposal for a bond issue for a new building. Particular care is being taken in the editing of this report since it is to serve as a model for other libraries in the system.

Massena Public Library, Edward Szynaka: Data collection and analysis completed; has not yet been put into report form though ideas have been used.

Judged by the proposed criterion for success -- the completion by participants of a document incorporating the new skills taught for each of the participating libraries, or a draft, partially completed document, or significant evidence of management implementation -- the Institute was reasonably successul. Eleven documents have been completed; of the remaining seven, one is in the final draft stage; two are expected to be completed by mid-July; and two should be completed by early fall. Even where the report is incomplete, data collection has been completed, analysis is at least partially complete, and information from the report data has been influential in decision making at the policy level.

Participants are being encouraged to submit these reports for inclusion in the ERIC data base and listing in Resources in Education.

DISSEMINATION OF SKILLS LEARNED

Even though no formal framework was provided for dissemination of skills learned to other than participating libraries, it was anticipated that there would be a "ripple effect" in the areas adjacent to these libraries, with sponsorship of related activities including reports and workshops to be assumed by local library associations and/or systems. This has indeed proved to be the case. A sampling of such projects is given below:

March 3: Panel on community analysis and library evaluation for a meeting of administrators of city, county and regional library systems at the Maryland State Library, Baltimore, Md. Participants Katharine Hurrey, Claudia Sumler and Ralph Gers were members of the panel, which was moderated by Dr. Greer.

July 20: Four one-hour presentations on community analysis and library evaluation are scheduled for the Public Library Association(of the American Library Association) meeting in Chicago. Formal presentations will be made by Dr. Greer with participants Craig Bohling, James Fish and Claudia Sumler. Completed reports from all participants will be on display and other participants present at the meeting will serve as resource people; these will include Delma Batton, George Happ, Katharine Hurrey, Louise Kreger and Mark Nesse.

May 20: Mark Nesse and James Fish presented a 3-hour report on the Institute with bibliographies and other sample materials to an audience estimated at 60 people at a meeting of Greater Boston public library administrators.

May 3: Charles Moore, Mark Nesse and James Fish presented a program on community analysis to a meeting of representatives from twenty libraries in the Central Massachusetts Regional System. A follow-up program on library evaluation scheduled for August 4 will probably be presented by Janice Charbonneau and James Fish.

September or October: An exploratory workshop on how to accumulate information scheduled by North Country Library System will be conducted by Ed Szynaka. A multiple-day program with stipends will be sponsored by North Country Library System at a later date if sufficient interest is shown at this time.

Indefinite date: A local workshop will be organized by Suellyn Hunt, coordinator of training programs for the Rochester Public Library, for the Monroe County Library System. The workshop will be based on the Brighton Memorial Library experience and a complementary survey of the community done from a consumer point of view by the Urban Information Center. Present projections indicate 1977 as the probable time.

Indefinite plans for the future: The East Brunswick Public Library has recently been named the area library for the southern half of Middlesex County. One of the functions of an area library is to present workshops and participants Happ and Joyce plan to include the areas of community analysis and library evaluation in such programs.

Definite recommendation: the Counsellors of the New England Library Board (NELB) have recommended that NELB sponsor the Institute for New England Libraries.

UNANTICIPATED OUTCOMES

An unofficial meeting of "Phase IV" has been tentatively scheduled at the request of participants for the weekend of September 10, 1976 at Minnowbrook, the Syracuse University Conference Center in the Adirondacks which was the site of the Phase I meeting. Participants will be in charge of the program, which will include the exchange of experiences, and will attend at their own expense. It was anticipated that most of the reports would be complete or

nearly complete by that time, and that all participants would still be actively involved in Institute-related activities.

A newsletter for the exchange of ideas and experiences, coordination of possible meetings and progress reports will be continued by participants, who will share the responsibility. Mark Nesse produced the first participant edition from Beverly Public Library in March; Jim Fish, the second from Leominster Public Library in June. Copies are included in Appendix IV.

PROJECTED PROGRAM MODIFICATION

On the basis of the experiences of this Institute, the staff would recommend the preparation of a manual or workbook including data collection forms to aid in a repetition of the program. A well-prepared manual would serve to increase the confidence and independence of participants working in their own communities and would probably reduce the instructional time necessary by one day for each workshop.

STAFF

Dr. Roger Greer, Professor, School of Information Studies, Syracuse University, was the Institute Director, and Dr. Ruth Patrick, Coordinator of Continuing Education and Adjunct Assistant Professor, was Associate Director. Dr. Greer was also in charge of the instructional and field experience parts of the Institute. He was also the major instructor. Dr. Patrick was responsible for administrative aspects of the Institute. Daniel O'Connor, Assistant Professor, Graduate School of Library Science, Rutgers University, and Karen Lally, Adjunct Lecturer, School of Information Studies, were members of the teaching team. Greg Nulle was the laboratory assistant and Barbara Minor was the secretary. Dr. Donald Ely, Director of the Center for the Study of Information and Education and Professor of Education, Syracuse University, was the outside evaluator for the Institute.

FINAL EVALUATION REPORT

INSTITUTE ON DEVELOPING DYNAMIC PUBLIC LIBRARY

SERVICES RESPONSIVE TO COMMUNITY NEEDS

Context of the Evaluation

The evaluation was focused primarily upon outcomes of the institute. Even though the final evaluation report is summative and assesses the degree to which objectives were attained, the data gathering process in three stages yielded on-going information during the course of the institute which was used in a formative fashion.

Evaluation instruments were prepared by the evaluator and administered by the staff at the close of each phase of the project. (The instruments and raw data are appended to this report.) Data were collected:

1. On Sept. 30, 1975 (after Phase I - learning techniques of data identification, collection and analysis)
2. On Jan. 10, 1976 (after Phase II - conducting analyses of communities and libraries)
3. On Jan. 13, 1976 (after Phase III - reporting, revising and developing strategies for implementation of plans)

The evaluation instruments provided the data for assessment of outcomes and for analysis of the factors that facilitated or hindered the accomplishment of the objectives. No participants were interviewed but casual conversations with the staff about the institute did occur.

The staff reviewed the instruments before they were administered for matters pertaining to terminology and proper identification of content. The staff administered the questionnaires and had immediate access to the data for the purpose of improving each subsequent phase.

The number of respondents varied: Phase I (31); Phase II (26); and Phase III (33).

Objective 1 - Participants will be able to construct a community profile.

There is little doubt that almost every Participant attained this objective to some degree. After Phase I, every respondent felt "reasonably confident" or "completely confident" that he or she could construct a community analysis profile. By the end of Phase II, 19 Participants had the profile 75% or more completed and 4 had 50% done. At the close of Phase III, only 3 Participants felt less than "reasonably confident" that they could conduct an analysis and those 3 felt they "needed help," "had minor gaps" or felt "less than reasonably confident."

Objective 2 - Participants will be able to evaluate present library resources and services.

This objective was achieved by nearly every Participant. After the Phase I workshop, 26 of 31 persons felt reasonably confident (or better) that they could evaluate present library resources and services. At the end of the Phase III portion of the Institute, there were still 26 individuals who felt they could evaluate present library resources and services. At this time one person still needed help and 4 felt that there were minor gaps in their skill in this area. While it may appear that there was no improvement, there is no reference point for each Participant's ability prior to the Phase I training. The post-Phase I questionnaire requested comments regarding the areas in which the individual

needed help. Eight respondents listed areas in which help was required. After Phase III there were no requests for assistance; only indications that time was necessary to accomplish the task.

Objective 3 - Participants will be able to develop and implement a long-range plan of services responsive to known needs in their own communities.

This objective is more difficult to interpret. Participants were asked to express their perception of their own ability to do this task and they had mixed feelings. Fifteen said they were "reasonably confident" (or better) but there were 17 who were less than reasonably confident (e.g. "I still need help"; "there are some minor gaps.") These data might lead to the conclusion that the objective was not fully achieved but further exploration needs to be made.

A further question raised after Phase III was completed asked, "To what degree will your plan be implemented?" Seventeen indicated 75% or more. (5 didn't know, 3 didn't respond, 5 indicated 50% or more, and 2 said 25% or less). There is clearly a commitment on the part of a majority of the Participants to actually implement the plan. Those who indicated less than 50% or "didn't know" said that there were unknown variables. This uncertainty does not relate to the ability of the individual but, rather, to the nature of the community or role of the person in the power structure.

Additional information from the staff sheds further light on the attainment of this objective. At the close of Phase III, the enthusiasm of the Participants was so high that they requested continued guidance and a further meeting at their own expense. Plans were made to hold a follow-up meeting in September of 1976 at the site of the Phase I meeting. The Participants are setting the agenda and the entire staff will attend.

This factor in itself is a strong indicator of the likelihood of developing and implementing a long range plan of services. It also reflects the need for more time to consider the content of the Institute as it applies to the public libraries represented.

Attainment of Objectives: Summary

In the evaluator's judgment, the objectives were reached to a high degree. Objectives one and two, which lent themselves to current self-evaluation by the Participants, indicate a higher degree of confidence in attainment; objective three, which is future-oriented, is less certain but it is highly probably that it will be attained over time. If nothing else were evaluated, the Institute could be pronounced a "success" on the basis of attaining the objectives.

Beyond the Objectives

Attainment of objectives is one dimension of an evaluation. If the goals are reached, it is helpful to know why. Therefore, the evaluation instruments probed the adequacy of the content, the procedures that were used, and the general attitude of the Participants toward the process in which they were involved. These matters were probed after Phases I and II primarily to provide formative data upon which to design each subsequent phase. In Phase III, the purpose of the data collection was to help design future programs of this type and for the staff to learn how well they had done in considering the information for each earlier phase. A summary and analysis follows.

Phase I. Apparently, the content selected for Phase I was appropriate. In 6 of 7 major content areas, more than 75% of the Participants felt that they had a "good start" and were "ready to go." The one area of "technical services" was rated at the same level by two-thirds of the Participants. In the comments several Participants asked about the meaning of technical services so there may have been some confusion about this area.

The specific recommendations by the Participants for Phases II and III were numerous and varied. Several suggested specific topics, e.g., objectives, management, guidelines for information gathering, etc.; several suggested more individualized help and grouping similar libraries together. There were requests for bibliographies in advance and many Participants already foresaw the needs for a Phase IV of the Institute. Several individuals felt that communication between staff and Participants should be continued or could be improved and there was some concern about the time and location for the Phase III meeting.

The conduct of the Institute received a uniformly high rating for pre-Institute arrangements, facilities, resources, techniques employed and group dynamics.

The information gained from the evaluation of Phase I was used by the staff for the preparation of Phases II and III. From that standpoint, it is less important for this summative evaluation than the data from the other two phases.

Phase II. The evaluation for Phase II took place as Participants gathered for Phase III. An instrument was administered just prior to the start of Phase III. The purposes of the data gathering were (1) to assess the effectiveness of Phase I training over three months time; (2) to determine the utility of the site visits by members of the staff; and (3) to assist the staff in final development of an agenda for the Phase III program.

Only 25 Participants responded. Only one had the community analysis less than 50% completed; only five had the library analysis less than 50% completed. As expected, the major reason for non-completion was "insufficient time." Only 7 individuals indicated that they had "insufficient knowledge" to complete both analyses. Seven people felt that their ability to analyze data was sufficiently limited that they would like immediate assistance before proceeding further.

During Phase II many Participants faced uncertainties. They handled these in various ways: (1) ten people simply forged ahead as best they could and tolerated the ambiguities; (2) four people used the Pulaski and Baldwinsville studies as models; and (3) four people tried group or staff meetings. Apparently, only one person called a staff member for help.

Perhaps, Participants waited for the site visit by a staff member. Nineteen individuals felt that the visit was "helpful and timely." The remainder thought that it was "nice to have" or did not respond. The comments were generally supportive of the visit but some had reservations about the timing. There was no general agreement about the "best" time.

In an attempt to determine the attitude of the group, the Participants were asked: "How do you feel now?" This was a spread across all the alternatives: confused (3); frustrated (5); ready to go (5); in need of help (5); relaxed (1); angry (1); none of the above (5). "All of the above" (2) and "guilty" (1) were added. This diversity offered a real challenge to the staff.

Phase III. The final evaluation offered the most current (and summative) perception of the Participants. It should be given the greatest weight in the total evaluation. The questions related to objectives were discussed earlier.

The most useful aspects of the entire program could be classified as follows:

1. A majority of the Participants indicated that they had acquired specific techniques for evaluation and analysis which would be of immediate use.
2. Many persons mentioned the individual consultation as being most useful.
3. Many persons felt that the exchange of ideas and interaction among Participants and staff was a highlight.
4. A few people mentioned the ability to do evaluation and the ability

to develop goals and objectives was the most useful outcome.

The least useful aspects were perceived as:

1. The reports given by each library (mentioned most frequently as being least useful); and
2. A slide/tape presentation about trustees was a strong negative.

Other opinions were mentioned only once and, therefore, are probably not helpful as feedback for all.

Once again the facilities, resources, techniques and group dynamics were rated high and offered no indication of problems.

The "acid test" question regarding "benefit of the Institute to other librarians in the Participant's area" scored an overwhelming 29 positive responses; only one negative response and 3 no response or no opinion.

The other "acid test" question asked: "How confident you would feel about participating as a team member in conducting a workshop such as this for your colleagues?" All but one respondent indicated 50% or more confidence with 20 persons indicating 75% or more confidence.

The "open end" question at the end elicited several useful responses. Three people felt that the Phase III segment could have been better organized. Three people felt that more time was necessary for Phase III since they needed more individual assistance at that point but were unable to secure it from an overworked staff. There were several spontaneous statements of elation and a final note to the evaluator: "An objective evaluation based on skills learned would have been better than this evaluation approach." (The evaluator agrees.)

Conclusions.

1. The Institute on Developing Dynamic Public Library Services Responsive to Community Needs achieved its intended objectives.

2. The success of the Institute has led to plans for continuation of the program even though no Federal funds will be available. Participants and staff are sufficiently committed to continue "on their own."

3. The staff was competent in the content areas of the Institute; the number of staff members was sufficient for most of the activities.

4. The physical facilities for both residential periods were "adequate" or better.

5. There were sufficient resources for Participant needs.

6. The techniques employed were highly acceptable to everyone and generated a high esprit de corps.

7. The staff was responsive to the evaluation of each phase in planning subsequent phases.

8. The most useful aspects of the Institute were (a) the learning of specific evaluative and analytical techniques; (b) the highly individualized nature of the consultation; and (c) the exchange of ideas among people holding mutual interests.

9. The potential impact of the Institute is high in all of those communities represented in the Institute. The likelihood of change and improvement is enhanced by having teams of people who have gained skills to analyze and evaluate library programs.

* 10. The transfer of the skills to other communities is unlikely since there was no provision for dissemination beyond the communities represented. (The Participants felt that they gained the necessary skills to help others, but the incentives and leadership for doing so appear to be missing.) *

11. The funds furnished by the U.S. Office of Education were well-used with useful and visible outcomes beyond those anticipated.

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* This statement was made without knowledge of the activities reported on pages 16 and 17 of this report.

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STIPEND

Participants will be paid stipends of $15 per day, plus $3 per day for each dependent (to defray at-home expenses) for the seven days in residence.

TIME REQUIRED

One member of the team should expect to spend approximately one-half to one day a week during Phase II, developing the action report.

FACILITIES

Phase I will be held at Minnowbrook, a conference center in the Adirondacks. The seclusion and tranquility of this site allow the participants maximum involvement, free from external concerns. Phase III will be held in Syracuse, New York.

TRAVEL AND OTHER EXPENSES

Participants must meet their own expenses for travel to Syracuse and to Minnowbrook, and for housing and meals. Transportation will be provided from Syracuse to Minnowbrook at cost for those needing it. The daily rate for food and lodging at Minnowbrook is $26 and may be slightly less in Syracuse.

There is no charge for tuition or instructional materials.

APPLICATIONS

Persons interested in participating in this institute should complete the form on this announcement and mail to: Ruth Patrick, Coordinator of Continuing Education, School of Information Studies, Syracuse University, Syracuse, New York 13210.

Completed applications must be received by September 8, 1975. Accepted applicants and alternates will be notified in early September.

If you have any questions contact Ruth Patrick, (315) 423-4930, 2911 or Roger Greer, (315) 423-4511.

APPENDIX I
Brochure

SCHOOL OF
INFORMATION STUDIES
Syracuse University
Syracuse, New York

Institute on Developing Dynamic Public Library Services Responsive to Community Needs

SCHOOL OF
INFORMATION STUDIES

Syracuse University
Syracuse, New York

Sponsored by a U.S. Office of Education Library Training Grant under Title II, Part B, Higher Education Act of 1965, Public Law 89-329 as amended.

Institute on Developing Dynamic Public Library Services Responsive to Community Needs

PURPOSE

Usually, in the small- and medium-sized public library, a community profile, evaluation or preparation of long-range plans are accomplished by outside consultants. The purpose of this Institute is to train public library personnel in evaluation and planning, enabling them to conduct analyses of their own libraries.

OBJECTIVES

Participants will be able to learn how to:

1. Construct a community profile.
2. Evaluate present library resources and services.
3. Develop and implement a long-range plan of services responsive to known needs in their own communities.

PROGRAM

The Institute is divided into three phases:

I. Sept. 26-30, 1975 – 4 days
(Adirondacks Conference Center)
- Learning techniques of data identification, collection and analysis.

II. Oct. 1, 1975 - Jan. 9, 1976
(Home Library)
- Conducting analysis of their own community and library and producing action report.

III. Jan. 10-13, 1976 – 3 days
(Syracuse, New York)
- Reporting, revising, developing strategies for implementation of plans developed in Phase II.

A unique feature of the Institute is that during Phase II, participants will be visited by a member of the teaching team to assist in applying the newly learned skills to their own library.

ELIGIBILITY

Thirty-five persons from public libraries serving communities of 100,000 persons or less in the Mid-Atlantic and New England states will be invited to participate.

We recommend two persons—any combination of professionals, non-professionals, and/or trustee (or Friend of the Library)—attend from each library to facilitate the analysis, evaluation, planning and implementation.

Public library system or state library consultants and persons from branch libraries are also invited to apply.

OUTCOME

Each person or team will develop an action report encompassing: the community profile, the library evaluation and the long-range plan for library services to the community. We expect that this report could have a major impact on developing local services responsive to community needs.

STAFF

Roger Greer, Institute Director and major instructor, Professor, School of Information Studies, Syracuse University.

Ruth Patrick, Associate Director, Coordinator of Continuing Education, School of Information Studies, Syracuse University.

Daniel O'Connor, Assistant Professor, Graduate School of Library Service, Rutgers University.

Karen Lally, Adjunct Lecturer, School of Information Studies, Syracuse University.

Application for:

INSTITUTE ON DEVELOPING DYNAMIC PUBLIC LIBRARY SERVICES RESPONSIVE TO COMMUNITY NEEDS

(This application form may be used by two persons applying from the same library.)

Name _____ **Position** _____

Name _____ **Position** _____

Name of Library _____

Library Address _____ **Tel. No.** _____

Name(s) of Communities, Villages, Townships, etc. served by library: (This information is needed to enable us to collect census data that you will be using during the Institute for your analysis.)

_____

_____

Approximate number of people in area served by library _____

SCHOOL OF INFORMATION STUDIES
SYRACUSE UNIVERSITY

INSTITUTE ON DEVELOPING DYNAMIC PUBLIC LIBRARY SERVICES
RESPONSIVE TO COMMUNITY NEEDS

Phase I Adirondacks Conference Center
September 26-30, 1975

September 26 (Friday)

Afternoon

1:00-Arrival and registration

Dinner-6:00-7:00

Evening Session

7:30-9:00-Orientation

September 27 (Saturday)

Breakfast-7:30-8:30

Morning Session

8:45-10:30-Objectives and scope of Institute (Phases I,II,III)

10:30-11:00-Break

11:00-12:30-Sources of information about the community

Lunch-12:45-1:45

Afternoon Session

2:00-3:30-Introduction to 1970 U.S. census data

3:30-4:00-Break

4:00-5:30-Independent analysis of local census data

Dinner-6:00-7:00

Evening-

7:00-Free time

September 28 (Sunday)

Breakfast-7:30-8:30

Morning Session

8:45-10:30-Data collection from other community information sources.

10:30-11:00-Break

11:00-12:30-Conclusions and implications of community analysis
(Format of written report)

Lunch-12:45-1:45

Afternoon Session

2:00-3:00-Independent work and consultation

3:00-5:30-Free time

Dinner-6:00-7:00

Evening Session

7:30-9:00-Evaluating the library's resources and services: purpose, objectives and scope.

September 29 (Monday)

Breakfast-7:30-8:30

Morning Session

8:45-10:30-Methodology for analysis and evaluation of resources: facilities, finances, personnel administration.

10:30-11:00-Break

11:00-12:30-Methodology for analysis of materials collections

Lunch-12:45-1:45

Afternoon Session

2:00-3:30-Services-Introduction
What is a "unit of service?
Reference
Outreach
Technical service

3:30-4:00-Break

4:00-5:30-Registration and Circulation files

Dinner-6:00-7:00

Evening Session

7:30-9:00-Independent work and consultation

September 30 (Tuesday)

Breakfast-7:30-8:30

Morning Session

8:45-10:30-Phases II and III: Preview

10:30-11:00-Break

11:00-12:30-Summary and evaluation of Phase I

Lunch-12:30-1:30

Departure

AGENDA PHASE II OCTOBER 1-JANUARY 10

Participant teams work independently in home communities to complete preparation of a written report containing: an analysis of their community and evaluation of the library.

Workshop leaders will provide one day of consulting time for each participating library.

SCHOOL OF INFORMATION STUDIES
SYRACUSE UNIVERSITY

INSTITUTE ON DEVELOPING DYNAMIC PUBLIC LIBRARY SERVICES
RESPONSIVE TO COMMUNITY NEEDS

Phase III Thornfield Conference Center
January 10-13, 1976

January 10 (Saturday)

Afternoon-Arrival and registration

Dinner-6:00-7:00

Evening Session

7:30-9:00-Collect Phase II evaluations.

Orientation-Workshop leaders report on field visits.

January 11 (Sunday)

Breakfast-7:30-8:30

Morning Session

8:45-10:30-Purposes, objectives and goals of Phase III.

A. Purposes and goals:

1) Review topics from Phase I that everyone feels a need for.

2) Review results of participants' studies for group advice and individual consultation with instructional staff. (see schedule)

3) Cover topics for conclusions and recommendations chapter: Planning for goal setting, objectives, policies, and strategies for implementation and effecting change.

B. Objectives:

1) To develop a draft statement of library objectives based on findings of community analysis and library resources and services evaluation.

a) To translate community characteristics into inferred potential patterns of information needs.

b) To define library operation in terms of resource units

a. man hours- (time and abilities)

b. money

c. information resources

d. space

and relate to objectives.

c) To develop a program of services based on a correlation of inferred community information needs with available and projected library resources unit:

2) To develop strategies for implementation.

3) To develop methods for program evaluation and revision.

4) To attempt to define a unit of service incorporating forms of services provided for the community.

10:30-11:00-Break

11:00-12:30-Participants report on studies: methodologies, findings, difficulties, insights, surprises and excuses. (Part I)

Lunch-12:45-1:45

Afternoon Session

2:00-3:30-Planning: developing service goals with short and long range objectives for each target audience in the community:

a) identification of different audiences targeted for services.

b) development of specific goals for each group.

c) development of objectives: short term (1 year) to long range (5 years).

3:30-4:00-Break

4:00-5:30-Participants report on community analysis completed during Phase II (PartII).

Dinner-6:00-7:00

Evening Session

7:00-9:15-Individual consultation

January 12 (Monday)

Breakfast-7:30-8:30

Morning Session

8:45-10:30-Planning: developing policies, procedures (Gant charts and PPBS) and methods of evaluation (definition of unit of service).

10:30-11:00-Break

11:00-12:30-Individual consultation.

Lunch-12:45-1:45

Afternoon Session

2:00-3:30-Individual consultation.

3:30-5:00-The conclusions and recommendations chapter.

5:00-6:00-Social amenities: Gaylord Bros. Inc. (host)

Dinner-6:00-7:00

Evening Session

7:30-9:00-Discussion of goals and objectives for participant libraries.

January 13 (Tuesday)

Breakfast-7:30-8:30

Morning Session

8:45-10:30-Change strategies: opinion leadership and change agents.
Changes in organizational behavior- trustees and own staff.
(film from Rochester)

10:30-11:00-Break

11:00-12:30-"Checks and Balances"
Evaluation.

Lunch-12:45-1:45

Departure

APPENDIX II

Syracuse University, School of Information Studies

USOE Institute - September 30, 1975

DEVELOPING DYNAMIC PUBLIC LIBRARY SERVICES RESPONSIVE TO COMMUNITY NEEDS

Evaluation - Phase I

(31 respondents)

Question 1:

In regard to constructing a community analysis...to what extent are you now able to begin such an analysis of characteristics relating to demographic, cultural, social characteristics, etc.

Reasonably confident	20
(Very confident)	3
Completely confident	7

One respondent reported many reservations about interviewing though reasonably confident about census data.

Comments: (Indicato those areas in which you feel you need more help)

Type of sampling to be used in analyzing social structure/life style.

Reasonably confident - need help in area of calculating statistics.

Confident, inspired and ready to go.

Only reservations are on time span between Phases I & III.

I am still worried about efficiently digging out the cultural and social characteristics. However, I hope that after I have studied the Pulaski and Baldwinsville studies, I will get a better picture.

Interview techniques.

I feel help I will need will have to come from my own Boro officials and their response to my requests.

I won't be completely confident until it's behind me, but I have no specific doubts.

Analysis of the data.

At this point... (Completely confident)

More specific guidelines and techniques for conducting interviews are desirable. This will be extremely time-consuming and must be done as efficiently as possible.

Analyzing data...correlating data...setting up meaningful graphs...setting up a data collection sheet.

Maybe on graphing data - never did that before.

I need a chance to digest everything that I've learned but I think that getting at organizations in our town could be an area of difficulty.

Despite examples given, impression remains that the analysis may not give adequate information for appraising social and cultural characteristics.

Organization of collected data.

No tract information available.

Might just need to call and rap sometimes.

Reasonably confident to very confident - that I understand techniques involved in collecting data - but not as confident about the analysis - not really sure that the demographic, social, etc. characteristics will really help me know what the library should provide for the community or what the community really wants the library to provide.

Question 2:

In regard to evaluating present library resources and services...to what extent are you able to begin to conduct this analysis and evaluation.

Many reservations	2
(Some reservations)	1
Reasonably confident	17
(Very confident)	1
(Quite confident)	1
Completely confident	8
No response	1

Comments: (Indicate those areas in which you feel you need more help.)

Perhaps user profile.

Completely confident.

As sure as I can be without ever having done this before.

Evaluation as defined by the Institute's instructional staff.

I need help in writing up my conclusions, in putting across the information once I have it.

Don't feel we really discussed what we are to do here.

Doing the samples.

Sampling!

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Again I need time to digest the material.

Uncertain at this point!

Difficult to be objective.

(Completely confident) both as a result of this institute, and prior use of DeProspo's methodology.

Am going to have to concentrate on remaining objective.

Question 3.a.:

Evaluation of arrangements for Phase I.

a. Preconference arrangements (our contacts with you before you arrived)

Confusing	6
(Confusing - Generally helpful)	1
Generally helpful	12
Well done	4
A great help	6

Comments:

Unclear what was going to be done - what would be studied, what commitment.

Generally helpful - could have used more specific information.

Could have been more detailed - would have preferred to have complete agenda in advance.

Agenda before hand next time.

Should have been told we were to leave behind all the data we were told to bring. Should have had Pulaski and Baldwinsville reports in advance.

More detail! Information on nearby attendees, to carpool.

(Confusing) No agenda, no guideline, no schedule.

(Generally helpful) But late.

Was not told of commitment or time it would involve for those participating.

Question 3.b.:

b. Facilities.

Adequate	1
Very comfortable	7
(Very comfortable - Ideal)	1
Ideal in every respect	20
Comfortable but remote	2

Comments:

Good.

Ideal.

Unbelievable.

But a long way to come!

Adequate but Very Comfortable.

Except it took a long time to get here.

(Ideal in every respect) even though it's remote.

Too remote but very comfortable.

Question 3.c.:

c. Institute resources (handouts, references, materials).

Reasonable	1
(Reasonable - Almost everything needed)	1
Almost everything that was needed	13
(Almost everything - Comprehensive)	2
Comprehensive	14

Comments:

Comprehensive.

Need Xerox or other copier. Also an appropriate collection of books to consult, examine.

Notable gaps depending on presenter.

Question 3.d.:

d. Techniques employed.

High points and low points	2
A good blend of several procedures	22
(Good blend - Every session appropriate)	1
Every session appropriate	6

Comments:

Every session appropriate.

Team teaching is a desirable technique.

I liked the team teaching approach.

Often did not appear to be as well organized as one might like but in the end that doesn't seem to matter and it made for interesting and alive sessions.

Occasionally some staff allowed group to get off the track and waste time in telling individual library experiences, anecdotes, etc.
Perhaps too much discussion of goals, objectives, etc. of this institute of both Phases I and III.

Question 3.e.:

e. Group dynamics.

A reasonable amount of interaction	4
(Reasonable interaction - excellent esprit de corps)	9
Excellent esprit de corps	18

Comments:

Excellent esprit de corps!

Fantastic people!!

Enjoyed the humour - librarians are not stoic!

Much better than another similar institute I attended.

Question 4.a.: (Check your feeling about where you are for each item.)

a. How to conduct a community analysis.(Perceptions of the content.)

No response *	1
Need further help	1
A good start	13
Ready to go	16

Comments:

I would have liked a little more information on collecting data in this area. Concrete, e.g. models, interview samples.

(Ready to go) But let's see how we do.

Question 4.b.:

b. User characteristics.

No response *	1
None	1
Need further help	1
A good start	18
Ready to go	10

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Question 4.c.:

c. Data needed for planning.

No response *	1
Need further help	4
A good start	18
Ready to go	8

Question 4.d.:

d. Library analysis and evaluation (objectives, organization, financial support).

No response *	1
None	1
Need further help	5
A good start	15
Ready to go	9

Comments:

Interested in interplay of organizational tone of library, its local political and funding climate, and existence or non-existence of coherent library objectives.

Currently working on massive document.

Question 4.e.:

e. Analysis of facilities, personnel and materials.

No response *	2
None	1
Need further help	5
A good start	13
Ready to go	10

Comment:

Personnel not coverod much.

Question 4.f.:

f. Evaluation of public services (circulation, reference, outreach, media).

No response *	1
Need further help	3
A good start	14
Ready to go	13

Comment:

(Need further help) possibly.

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Question 4.g.:

g. Technical services.

No response	5
None	2
Need further help	4
A good start	9
Ready to go	11

Comments:

Control question? This was not covered but the people running the institute should not be held responsible for it because it is irrelevant.

Don't do any of our own technical services - contracted out. Don't really have any control over what's done.

Comments to any of the above:

* 4.a -g A poor start in all categories - but plan to take riding time for home to plan strategy, thus having a good start 10 hours from now.

I am not a librarian so I have trouble with all the terminology.

A little more specific about what to ask community organizations.

Could evaluate better after attacking the effort.

It was excellent in all aspects except pre-conference. It would have been much more helpful to have had even tentative agendas for Phases I and III so I could have had a better idea of what to expect. Also, it would have been easier to see where we were going if the Pulaski and Baldwinsville studies had been mailed out for reading before coming.

Financial support could have been discussed more - ex: how to measure if financial support is adequate in relation to support given other community agencies and how does our financial support compare with other areas.

Not quite sure what you mean above, especially Technical Services.

Need more individual application - conference time.

Seemed a very well-chosen group of participants for the purpose.

Still am not convinced that analysis of these factors gives the total answer - or even a really significant answer to the question of what the community wants from the library or what the community's real information needs are.

Question 5: **

Comments on instructional staff.

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Comments:

Relaxed, low key but very effective in stating concepts and explaining them.

Great!

- great -

Well prepared, flexible to group needs, adjeusted schedule according to group trends. Most willing to help in any way - worked all hours to add things asked for - fun!!!

All were congenial; felt that Karen could have had more opportunity for input into class session.

Great individuals and as a team. Very knowledgeable. Good blend of expertise. Good at encouraging discussion.

Competent people - a good blend of personalities and knowledge bases - Dan especially has excellent talents in this regard (a "flair" for teaching) but all were capable and effective. The staff kept fairly good control of the group.

Very good.

Excellent. Just enough serious and informal communications to inspire and motivate.

Knew how to bring it all together to make it workable.

Very good.

Patient, helpful, personable.

Generally clear and easy to understand, but some language too technical. Strayed off the subject a few times. I am easily bored and have a super-short attention span, but I did not experience either of these during the institute. Good blend of theory and practicality.

Very good. Tops Democratic, yet able to keep on the track and knew what they were talking about... an excellent mix of Broad Based theory and practical experience - and very inspired.

Great

Entertaining, Knowledgeable, Resourceful, Couldn't give an accurate citation, Lively, Helpful, Friendly, Inspiring, Loose, Enjoyable, Well lubricated, Good B.S.'ers, Able to leap tall buildings.

Very good - pragmatic and non-pedantic. Dan's side trips into statistical arcana were kept in reasonable check both by himself and Greer.

Superb! Able to generate enthusiasm and stimulate ideas. All three inter-related in a manner to keep the attention of the group and avoid boredom. Good mix of expertise. Great camaraderie - helped to create an informal and enjoyable group atmosphere and promote an easy forum of ideas.

Professional, relaxed, informed and very capable. At times too academic, but generally maintaining good flow and pace.

They interacted very well together - good resource people and very practical and helpful and enthusiastic.

Knowledgeable, very professional. Understanding, supportive to group discussion. A good blend of different instructional approaches. Excellent interaction between staff members. Comfortable atmosphere.

They had so much to offer I believe I'm going to collapse from an overworked brain. Seriously, they did a good job of presenting a wealth of ideas.

An excellent command of their subject. Good atmosphere. Humor, etc. and a good balance to each other. Very good selection of staff.

Well prepared, well qualified, lively, kept our interest easily, kept themselves (and us) to the agenda.

Excellent - nice combination of formal/informal meetings; well versed in their subject and very approachable for questions.

Excellent.

Oddly complementary group. Worked well together.

Variety of expertise very helpful. They encouraged group participation and inspired confidence in each participant.

Highly professional, dynamic, great teamwork, dedicated to objectives of institute. Hold their liquor well.

Great! Inspirational! Dynamic!

Question 6:

What was the most significant thing that happened to you during Phase I of the institute?

Comments:

Awareness of the data available to help make library more relevant to total community

Group participation and the opportunity for sharing ideas on many other phases of library - idea exchange.

Increased awareness of how to view a community in a systematic fashion - to attain a specific goal.

A new recognition of sources of information available to our library for service improvement and future goals.

The atmosphere was extremely relaxing and it seemed that all participants and staff were able to relate well and exchange information at will. I appreciated this atmosphere and found it stimulating to thought in general.

Obtaining the orientation and methodology for a heretofore undone (even unthought of) analysis of my library and the community it serves and getting the confidence and impetus to get it done.

Considerable expansion of knowledge and awareness base (consciousness raising).

I really learned how far behind our library is in so many basic areas, and I got a lot of good ideas on where to start.

The feeling of objective comparisons of many small and medium libraries. Like most conferences the informal groups were as significant as the formal presentation. Community Resources File includes Tennis plays, Video of Hockey games, etc. Instruction purposes, etc.

Really found out what it was about and how to make it work for our own use.

I found I could get information from Census that I could understand and use.

I gained new awareness of the significance of statistical techniques for planning new programs.

Being exposed to the methodology needed for community and library analysis.

Got turned on!

Perspective on library changed from materials and services to users and demands.

I remembered what it's like to <u>think</u> about what the hell we're supposed to be doing!!

It is difficult to articulate. There was a tremendous stimulation of ideas - so concentrated that I feel my mind is overflowing and I can't wait to get out there and <u>do</u> something. To single out the most significant idea -- use of registration file as a source of information and ideas on use.

The importance of defining objectives for my library that "fit" local climate and staff inertia; also the personal doubt that objectives can be defined specifically enough to be useful.

(Caught cold in damp classroom!) Began to see <u>purposes</u> in some of ordinary library procedures!

Realizing the importance of <u>doing</u> a community analysis - so often we do programs or set budgets with no base in reality or what's needed in a community.

An objective grasp of what we are trying to accomplish by assessing community news. New ways of looking at library sources. An understanding of the potential value of statistics to research in the field and applied to real library services.

Inspired by the exchange of ideas. (Also had too much to eat.)

May have been a suggestion of a new way to look at our future - an unconsidered alternative. Will have to re-evaluate. Otherwise, learning how to do a community survey.

I was impressed by how much "in the real world" the instructors were, which we really had not expected them to be quite as much, and how much information there is now and is being generated that is directly applicable on the home front.

Seeing how the process by which a comprehensive study, such as Pulaski, was accomplished.

I question the time and energy spent on participants part to document what we already know.

Turn-on with librarians actually thinking about library things.

Realized that staff and my peers struggle with same philosophical or theoretical questions that I do and don't have very good answers either.

1. Confidence building re: accomplishment of a study such as this with readily available tools and local talent.
2. Much idea and experience sharing among staff and participants.

The interaction with such a great group of fellow participants.

Question 7:

What specific recommendations would you care to make for Phase II and III?

Comments:

Do not tighten down agenda for Phase II until preliminary reports and consultations have been made.

Specifics - management techniques - people need a how to approach - relate to actual events

Phase II seems OK as is. Relocate Phase III in an area less likely to be snowbound or potentially hazardous for travel.

Keep up the good work.

On Phase III - don't let the group waste time with show-and-tell anecdotes about their experiences and problems with the project.

Would prefer to see objectives developed as related to results of services, e.g. as developed by Robert Mager.

None, really.

In Phase II an effort should be made to consult with each team on what they feel are individual problems. I don't feel enough of this was done in individual work sessions (except in the bar and sometimes it was hard to recall later what was said).

Phase II - The visit to be scheduled at our convenience (date and time).
Phase III - Less on generalities of libray problems and more on alternative solutions.

Think there should definitely be time allotted for individual help. And, please don't minimize the sessions in effecting change - this is a very important part of what I want out of these sessions.

Phase II - Great need for effective communication - with each other and with staff. The questions are going to come fast and heavy as we start... and this is too important, and time is too short to wander in the wilderness.
Phase III and after... Would be very helpful to have copies of all reports... or a selection of "better" ones for future reference, and as a point of reference for re-directing our own work.

Need appropriate formats for information gathering and sorting, guidelines for proportions.

Phase II - Maintain high level of communication between participants, as well as instructional staff.
Phase III - Don't stop here...

III - Don't run out of beer. Cut out evening lectures - use time for individual consultation and group interaction. In other words, there's a lot to learn in an informal social situation - over a beer. Prepare bibliographies in advance of sources you are likely to quote or refer to.

Exploration of this question: how to help library management decide on time and money allocations for outreach programs. At its extreme: try to serve "typical users" better or divert these energies to outreach?

Group conferences by size and type of library to compare approaches and findings.

Later breakfast. Bibliographies before we start.

II. Careful follow-up and newsletter.
III. Plan looks good.
IV. A fourth phase should definitely be added for a year later where additional follow-up is included. An evaluation by the staff of what has actually happened and further plans for development of programs. If there has been significant success, plans and instructions can be given on how to teach other libraries with whom we come in contact through our systems how to do the same kinds of things. Handouts of bibliographies and the types of materials used on the overheads could be developed for use with other groups. Perhaps additional funds could be obtained for a broadening of this program if the skills learned have indeed produced effects.
Furthermore, a five years later mail follow-up should be conducted to see if the effects have been lasting.

I feel a bit vague about the process of translating the findings from Phase II into long-range planning, but this will no doubt become apparent as we proceed.

Phase III - Suggest investigating the possibility of moving to a more central location for participants.

A little tighter presentation across the board i.e. - Evidence of earlier preparation wouldn't hurt.

Location of III at particular time of year seems unfortunate. Probably will need more emphasis than draft agenda indicates will be given to developing long range plans.

Keep communications flowing during Phase II.
Keep brooze flowing during Phase III.
Keep ideas, flexibility, creative processes flowing.

Let's dream up Phase IV for next fall.

Question 8:

If you have any further comments about any of the above questions, or would like to react to any matters not covered here, please add them below.

Comments:

Although a fairly good esprit de corps evolved there seemed to be wide variety of personalities, problems, positions that precluded real teamwork. But this is in itself, perhaps, more valuable than esprit de corps. I would have liked to have had small round table discussions to discuss various aspects of methodology.

It's difficult to evaluate Phase I right now - my mind is full of input and not yet organized.

I think it is important to have non-librarians attend, but could have used a few more in order to have impact - otherwise that position is 'stranded' and left out - probably should try to increase - or eliminate them altogether.

Atmosphere was most pleasant to work in - selection of participants very successful - people inter-acted almost immediately and contributed greatly - the congenial group made for a good learning situation in a confined area (remote) that could have been static and dull.

This is the best library workshop, institute, etc. that I have ever attended! I would like to see a Phase IV at some later date to pursue many of the important topics that spontaneously opened up during discussion. This has been a very practical approach to much theory - a blend I enjoy and find the most productive.

An extremely useful institute - very practical; yet the end result will give a broad picture, and help plan future directions. It was verily crammed with useful information - much of which will have ongoing value long after this project is forgotten.

Even if the objectives of the workshop had been a bust, this would have been worthwhile. It was extremely beneficial to talk with other librarians in similar situations on any number of matters. Also, I think the idea of a lunch or dinner table to discuss specific topics (like library facilities) was a good idea. Best vacation I've had in years!

As far as the objectives stated on page 1, I feel that the instruction was sufficient to allow me to do this. In this respect, the instruction should be considered successful.
I have reservations about the objectives, however, in that I feel that they do not allow us to look at effectiveness in terms of the results of the library's services.
One definition of effectiveness might be whether one has achieved one's objectives. The problem is, can a public library's objectives be valid if they refer only to the activities undertaken and people who are exposed to them without looking at whether the people are any better off as a result of such exposure?

I am concerned about travel to January meeting.

Thanks for the meeting!

Consider a follow-up this time next year. What changes resulted from Phase III in individual libraries? What problems encountered...and a module related to designing such mini-sessions in our own localities for other librarians. They - other librarians - are definitely going to be interested, and we could do it if a "Step 1, Step 2, Step 3" manual were developed for us to use.

I have neither given nor received aid on this evaluation.
The next place better have a bathroom nearer the bar.
The next place should have a stricter closing time at the bar.
There should be no alcoholic beverage allowed next time.
Disregard the above.

Timing at end of month bad for work back home - also one less day at a time.

I think it would have been helpful to have a bibliography ahead of time plus Roger Greer's two reports so we could have come into Phase I with a better background. During Phase II, there's almost no time to do all this reading which really sounds interesting.

I would be interested in any other seminar this group would conduct - I'm sure it would be the same outstanding learning experience.

Emphasis, throughout, has been on "groups" and "mass use" - perhaps the only way to approach the subject. Raises qualms, however, about homogenized culture

Of seconday significance, it was very worthwhile to have the opportunity to talk with a group of dynamic librarians representing a number of different libraries (size and geography).
In pre-conference information, it was unclear that data on library was to be left with staff - might have been easier for participants if this had been indicated.

We should try to continue to go into the facetiously noted Phases IV, V, VI, etc.
Relevant spinoff includes, but is not limited to:
Unit of service
Consciously pushing library into seminal role in defending intellectual freedom and integrity of information.
The really fantastic thing was interaction - we taught you, too.

Excellent choice of participants.

Let's dream up Phase IV for next fall.
I'm not feeling very profound this morning, but part of the value of this institute was the isolated site. This creates a good atmosphere for working and concentrating on subject at hand. I'm glad Phase III will be in similar surroundings.

** Questions 5 - 8 were open-ended and did not involve rating scales. In some cases, respondents answered only two or three of the four questions. All answers are included here.

Syracuse University
School of Information Studies

DEVELOPING DYNAMIC PUBLIC LIBRARY SERVICES RESPONSIVE TO COMMUNITY NEEDS

Evaluation: Phase II TALLY (N=25) January 10, 1976

Question #1: What is your estimate of the degree of completion of your community analysis?

25% +	1
50%	4
75% -	2
75%	12
90%	3
100%	3

Question #2: What is your estimate of the degree of completion of your library evaluation?

0% +	1
25% -	1
25 - 50%	2
50%	4
50 - 75%	3
75%	6
90%	2
98%	1
100%	3
No response	2

Question #3: You probably encountered problems in doing the analysis and evaluation. What were these problems and how serious were they? (Check as appropriate)

a. Insufficient time

A Minor Problem	4
A Major Problem	17

Comments:

#5: Amount of time necessary <u>severely</u> underestimated in Phase I. (Major)
#6: Not so much due to the time allowed, but due to the crises that kept cropping up on the job. (Major)
#9: Bad time of the year. (Major)
#11: Bond vote 12/17 (Major)
#12: Bond Vote 12/17 (Major)
#15: Not really insufficient time- but so much work was left undone!

Note: Individual questionnaires are numbered consecutively 1-25. Number before each comment indicates specific questionnaire it was taken from.

#18: Much pressure but enough time. (Minor)
#19: Budgeted time and met goals set.
#20: Big problem but not serious, still I learned the procedure (Major)
#21: Holidays- plus new city requirements (Major)
#25: Other Reports had priority. (Major) (5 listed...)

b. Insufficient knowledge about:

- data needed

A Minor Problem	5
A Major Problem	1

Comments:

#20: Especially services section. (Minor)

- how to organize data

A Minor Problem	4
A Major Problem	2

Comments:

#15: Had to go back and redo some data collection because not all of the information was taken originally. (Major)

- how to analyze data

A Minor Problem	8
A Major Problem	4

Comments:

#9: What to make of it all (Minor)
#20: Had difficult time with collection evaluation (Major)

c. Data needed not available

A Minor Problem	4
A Major Problem	1

Comments:

#6: No Census Tracts, but most data available in a county-wide or ED base (Minor)
#18: Couldn't get information on families (Minor)

d. Others (please specify)

#5: Too much Data and consequent lack of focus (Major)

#6: Time was my biggest problem. Many people in the County were willing to provide the necessary info, but they had no urgency of time as I had.
#7: Our own failure: lack of internal organization and pressure to produce.
#9: Haven't thought through conclusions yet.
#14: Still concerned about methods of evaluation of the library- or maybe should say lack of confidence in the evaluation of the library and means used to evaluate it.
#20: Much difficulty at all levels in finding data for comparison with my stats. (Major)
#21: Help needed- not consistently available.
#22: Insufficient staff to help.
#23: (1) Did not attend Minnowbrook
(2) Began 3½ weeks ago
#25: Poor Library Record Keeping (Minor)

Question #4: Which of the problems indicated above are sufficiently serious that you would like to spend more time on them before proceeding further with Phase III of the institute? (Please specify)

#1: How to organize and analyze data.
#2: How to interpret what has been developed.
#3: Haven't finished but can deal with Phase III. Think we'll be working on this forever.
#4: None.
#8: How to analyze data.
#9: How to analyze data. Decide what is important- what is irrelevant. We made no decisions during this period!
#15: Analyzing data, especially that on the materials collection.
#18: None.
#20: I would like to talk about effective means of evaluating the collection.
Material for comparing collected data with.
#21: Time to add data for (1). (community analysis)
#22: None.
#23: The organization and analysis of data.
#24: None really serious but time to chew over organizations
No response: 12

Question #5: How did you handle the uncertainties which cropped up as you were doing your analysis?

#1: Worry!
#2: Fudged liberally.
#3: No real problems with uncertainties.
#4: Plunged ahead, kept looking, writing, hoping.
#5: Brute force and bloody ignorance.
#6: Bulled my way through them.
#7: Used our noggins.
#8: Had a meeting and tried to make a decision according to what was discussed.
#9: Yes. Group meetings. Group decisions.

#13: We studied the "studies"- (Pulaski and Baldwinsville)
#14: Used 2 completed studies as models and asked the Syracuse representative during visit and discussed with other team member.
#15: First tried logical thinking plus redoing and comparing with reports on Pulaski and Baldwinsville, then "educated" guessing.
#16: Called Dan O'Connor.
#17: Worked around them.
#18: I dropped them or discussed them with staff member in Phase II.
#19: Talked with staff.
#20: Force through process just to understand it better, i.e. lack of comparative data- used old standards.
#21: Save them for Roger! Also, look up more references and meet with next-state neighbors.
#22: No uncertainties; just no time.
#23: Innate reasoning, bluff, and consultation of the two sample surveys.
#24: Wheel-spinning, comferring, deleting, revising.
#25: Continued to pursue a tough record keeping policy. E.g., Cleaned up the registration file- Just about completed an inventory with CETA personnel.
No response: 3

Question #6: How would you characterize the assistance you received from the Syracuse representative during the site visit?

Too little help, too late	1
Nice to have; not essential	3
Nice to have - Helpful & timely	3
Helpful and timely	10
Helpful & timely - Extremely helpful	2
Extremely helpful	4
No response	2

Comments and recommendations for this procedure if this institute is offered again:

#1: Spend more time during initial training library evaluation.
#2: Better timing- Jan. is a bad completion time for us non-university types.
#4: An outline/suggested model for the proceeding in the study- what should be done before what- would help relieve early trauma on "where should I start? what's next? etc.?"
#6: Even though we didn't do much concrete just having someone to bounce ideas off of was helpful. I got ideas jelled into some form for writing. I also feel that the look at the county was helpful to the Resource Person for background when reading the reports.

#7: It was very helpful in involving support staff who didn't attend Minnowbrook phase and were not as "turned on" to the project as we were. They do <u>much</u> of the dirty work (the boring gut work). Would suggest you visit rather <u>early</u> in this II phase- for above reason, plus to pressure us to keep it moving!

#8: Needed more time.

#9: Needed two days not one. Insufficient time.

#11: One month after Phase I is better.
In light of Bond Vote... Roger gave me new directions.

#12: Recommend that although in our case the late visit was beneficial that staff visits be made in the first month after the institute. Helpful and timely because of the Bond Vote.

#16: A model outline for report and a suggested timetable would have helped.

#18: Should have been two days. I felt exhausted at end of visit.

#20: Helpful but after the fact, too close to deadline. Explain so time constraints better understood by participants. Give another month between sessions, visit closer to middle of period.

#21: Note: a month sooner would have kept us going on first momentum- but later was a help to new assistant.

#25: Encouraging.

Question #7: Has the data collected during Phase II served a useful purpose for decision making during this period?

Yes	11
No	5
Don't know	1
Not yet	4
Not applicable, no decisions pending	1
No response	3

If yes, please comment on which types of data were helpful and in which area: e.g. planning, budgeting, etc.

#2: Not yet- but it will.

#3: Main problems, while in the scope of the Institute, were not problems you could have anticipated. We need political knowledge. Data will be helpful- but is only a start.

#4: Planning, programming.

#6: Revising some procedures in Library, planning to fill gaps in service.

#7: (No) But it <u>will</u> prove useful! in future.
It probably has, however, as input into knowledge of and thinking of the power people for future orientation.

#8: Too short a time to say...

#9: Program budget was helpful on this study.
#10: Budgeting for 1976. Better registering of patrons, and many others.
#15: Data on materials collection in collection building. Budgeting.
#18: Collection development, weeding, need for inventory.
#19: To take inventory. Weed collection.
#20: Planning- redirect collection toward particular economic group. (Yes- but too busy to follow up)
#21: Next month- budget, plan; Spring- new annual report
#22: Community analysis, especially demographic data, was helpful in program planning, deciding what large groups aren't being served.
#25: Mobile library Presentation used circulation, registration, place of residence data to support request for service.

Question #8: How do you feel now?

Confused	3	(1 somewhat)
Frustrated	5	
Ready to go	5	
In need of help	5	
Relaxed	1	
Angry	1	
None of the above	5	
All of the above in varying degrees	1	
All of the above (except relaxed!)	1	
Tired	1	
Guilty	1	

Comments:

#5: Continuing the effort, confident that it will be completed.
#19: (None of the above) Completed the difficult part.
#21: Goals and objectives need drafting- analysis of data- does it <u>prove</u> what we need? - This needs conference.

Syracuse University
School of Information Studies

DEVELOPING DYNAMIC PUBLIC LIBRARY SERVICES RESPONSIVE TO COMMUNITY NEEDS

Evaluation: Phase III TALLY (N=33) January 13, 1976

Question 1:

To what extent are you now able to conduct a community analysis?

I still need help	1	
There are some minor gaps	1	
(Less than) reasonably confident	1	
I am reasonably confident	17	
(More than) reasonably confident	2	*
I am completely confident	11	

*(G: a few minor bugs)

Question 2:

To what extent are you now able to evaluate present library resources and services?

I still need help	1	
There are some minor gaps	4	
I am reasonably confident	15	
(More than) reasonably confident	2	
(Less than) completely confident	1	*
I am completely confident	8	**

*(G: same comment)
**(2: given time)

Question 3:

To what extent are you now able to develop and implement a long-range plan of services responsive to known needs in your community?

I still need help	4	
(Less than) There are some minor gaps	2	
There are some minor gaps	8	
(More than) There are some minor gaps	2	
(Less than) I am reasonably confident	1	
I am reasonably confident	10	
(More than) I am reasonably confident	1	
I am completely confident	4	
No response on scale	1	*

*(9: I'm <u>not</u> confident but don't know what other help could be given.)

Note: For purposes of tabulation, questionnaires were identified either as a single digit number (1-9) or a letter (A-X). A letter or number appearing with a comment indicates the questionnaire from which it was taken. Ratings indicating an indefinite point between numbers or categories are listed as 'More than' or 'Less than' the nearer number or category.

EVALUATION: Phase III

Question 4:

To what degree will your plan be implemented?

(Less than) 25%	1
25%	1
50%	4
(More than) 50%	1
75%	10
(More than) 75%	3
(Less than) 100%	1
Completely - 100%	4
Dpn't know	5
No response	3 *

Please explain your response.

(1) Some unknowns at this time. (50%)

* (2) Haven't finished the plan. Plan relates so far to unknowns in the community and we may or may not succeed. Could be 100% or 0%.

(3) Would try for 100% but 75% more realistic. (75%)

(4) Our goal is a new building- we will get it (someday). (100%)

(5) Some unknowns in next week's election and in new status of library. (More than 75%)

(6) Community is conservative and resists innovative ideas. (25%)

(7) Although the Board will be receptive to most of the plan (I expect) I am not sure of the County Commissioners' reaction to those aspects which affect the budget. (75%-maybe)

(8) I believe we will recommend a 5-yr. plan leading up to a new building after 5 years (at least) and probably this plan will be presented as an obvious and inevitable progression (I hope). (75%)

(9) Past experience. (75%)

(B) I would like to say 100% but I think 75% is more realistic. I may have a better handle on this when the report is final and complete. (75%)

(C) One of our problems may be actual physical restrictions. Also, because of staff organization, implementation may be difficult. (75%)

(D) The plan is being established for implementation. (100%)

(E) As much as humanly possible. (Less than 100%)

(G) This depends on many variables over which I have little control. (50% ?)

(H) A lot more work will be needed. Planning! Strategies. Budget increases will in most cases not be necessary. (100%)

(I) I am influential in KLPL but not powerful. (Less than 25%)

(J) As the plan develops, I think that the response will be positive as we are already moving in the directions. Anyway, we have a fairly responsive board and public. (More than 75%)

(K) The focus of our recommendations will be library service. We can implement a great many things at present levels of staff and funds- but money is a real constraint. (More than 50%)

(L) It will be implemented to the degree I have time, money and cooperation from staff and community. It's difficult to predict that. (More than 50%)

(M) Board members have been impressed with the wealth of information. Community leaders and groups consulted were very interested in seeing results. Hopefully this cooperation and interest will be translated into action. (75%)

(N) Depends on Board and community response. (75%)

(O) Nothing is ever 100%. The crux of the plan will depend on individuals and groups and money factors which will probably inhibit full implementation of the plan. (75%)

(P) It will depend partly on the director and partly on the board. (More than 50%)

(Q) Until a new Building is acquired some things just cannot be done. My goal is the new Building. (50%)

* (R) I have no idea. The institute gave direction to thoughts of mine that were already being applied. So, we are already into it to some extent. If I stay for a significant period, a fair amount will be done. (?)

* (S) Unknown, as I am not the Director.

(T) Anything I can personally implement will be implemented. Community support is needed for part of plan. (75%)

* (V) Unknown.

* (W) I don't know. Too many variables in the situation.

(X) Major thrust of our plan is internal re/structuring. (100%)

Question 5:

Please describe the most useful aspect of the entire program for you.

(1) Developing some concrete background to recommend and support recommendations.

(2) It's a composite. Learning more about what we ought to have in the library. But using it is hard to judge.

(3) New way of viewing library- many things are already known but not thought about.

(4) Great help with problem of bond vote.

(5) Techniques for tabulating and measuring community needs to make them plain to laity- and communication with other public librarians- rare in my state!

(6) Factual information as to community and its needs. Developing goals and objectives.

(7) Phase I, teaching how to do it.

(8) Provided method for assembling bit and pieces of information about community into a "whole" that can be interpreted; also- and not less important- gave me the confidence to attempt it.

(9) Part I feel most confident with and capable of doing= community analysis. Still have some reservations about techniques of evaluation, their depth or effectiveness or reliability- but has been useful in terms of generating thought and study, etc.

(B) The "doing". I like the format of learning-doing-critiqueing(?). So many institutes are sitting and listening and then nothing!

(C) Individual consultations- needed much, much more time.

(D) Identification of measurable community characteristics relevant to library planning.

(E) A toughie- too many very useful aspects: community analysis, library evaluation, planning goals and objectives. Ask me again in a year.

(F) Just learning the process of how to analyze the community and library and how to implement change. Exchange of ideas, problems was also invaluable.

(G) Gaining an approach to library and community survey using available statistics- demographic and circulation, etc.

(H) Individual consultation. Interaction with other members.

(I) How to conduct internal research that can be useful for existing internal problems. Very useful as a catalyzing agent to translate disquietude into the possibility of action.

(J) Learning the tools of measurement, and how to use these to support (or create) your positions.

(K) For me, a new director, it has been invaluable both for becoming familiar with the community and library, and for making contacts within the community.

(L) It brought home suspicions I had about the community and library and spurred me on to ACTION!

(M) Library resources and services; user identification; opinion leader identification; stimulated desire for setting goals and objectives.

(N) The methods to be taken to get the information we seek to formulate TGO (Targets-Goals-Objectives).

(O) The practical skills and advice, taught and offered, through the formal sessions and the consultations.

(P) Most useful aspect was the reports by the various libraries.

(Q) Providing me with a way to look at statistics and use them to my advantage.

(R) I believe it has been the interaction of the group, the turning on.

(S) The whole thing, taken together.

(T) Individual consultation, Phase III.

(U) Learning to identify data, interpret it, make some use of it.

(V) The heart of the program were the sessions at Minnowbrook in which we told how to evaluate the community and the library. (sic)

(W) Interaction, exposure to new concepts.

(X) Individual consultation, work with others- brainstorming.

Question 6:

Please describe the least useful aspect of the entire program to you.

(2) Since I feel inadequate in objective #3, obviously that will be the least useful.

(3) Sociology theories- not strong enough to be of real benefit.

(4) Statistics- too much, too complicated.

(5) Lack of organization/uniformity of presentation of our presentations. Time!

(6) Elaborating on information already a known factor; or basing information on unknown factors or variables.

(7) I learned the least from goals and objectives section- not enough time.

(8) The trustees' slide show- rather naive. Also, we're disappointed in not being able to articulate objective standards at all.

(9) Trustees slide show.

(C) The recitation of every library- perhaps one representative of size and type library would have been just as meaningful.

(D) All aspects useful, including the digressions.

(E) Slide-tape on "The Challenge".

(H) Individual reports from libraries. Time consuming.

(I) Management techniques and political processes were treated as an "add-on" and not very helpful.

(J) MacGregor Theory X Theory Y, which is beat to death in library schools. The slide show was borderline insipid.

(L) Listening to other libraries' reports. A sampling of different-sized libraries reporting would have been easier to take.

(M) Too many generalizations.

(N) The lack of time to "refresh" the mind.

(O) Listening to all the library's reports- except for the ones that discussed problems encountered and differences from other libraries.

(Q) All useful.

(R) Dug it all.

(S) Lack of sleep.

(T) Lectures relating to general philosophy of library service were the least useful as far as preparing the report- although valuable to me as a librarian.

(U) Can't.

(V) Reporting at this session by library- could have been more useful if reportees had followed guidelines and time limit. Too much trivia reported- boring.

(W) Technical discussion.

(X) 'Show and Tell'from ALL libraries. Some very good, majority redundant, not relevant.

Question 7:

And how were the arrangements for Phase III? (Don't compare with Phase I and, please, we can't control the weather!)

a. Facilities

(Less than) Adequate	1
Adequate	17
(More than) Adequate	1
(Less than) Very Comfortable	1
Very Comfortable	9
(More than) Very Comfortable	2
Ideal in every respect	1
Adequate (but also) Too remote, Not worth the effort	1

b. Institute resources (handouts, references, materials)

Not much to offer	1
Reasonable	12
(More than) Reasonable	1
(Less than) Almost everything that was needed	2
Almost everything that was needed	8
Comprehensive	9

Comments:

(H) Needed more handouts- to eliminate note taking and some oral presentations. (Reasonable)

(V) With bibliographies which were mailed (Comprehensive)

c. Techniques employed

Sloppy (instead of Dull; no variety)	1
High points and low points	8
(Less than) A good blend of several procedures	2
A good blend of several procedures	18 *
(More than) A good blend of several procedures	1
Every session appropriate	2
No response	1

*(B) see comments at end

d. Group dynamics

A reasonable amount of interaction	12
(Less than) Excel ent esprit de corps	5
Excellent esprit de corps	16 *

*(E) incredible!

Question 8:

Do you think a workshop such as this would benefit other librarians in your area?

Yes	29
No	1
Response not clearly one of the above	1
No opinion	1
No response	1

Comments:

(2) Yes- Funded by someone else.

(4) Yes- but one day would be better now.

(5) Definitely! (If you can find enough)

(6) I question the participation of many librarians if they were aware of the work involved if no impetus, such as this workshop, were available.

(E) Definitely!!

(G) Yes and me too for comparative information.

(H) Yes. Valuable for similar size institutions and county institutions.

(I) Yes, but only if it could be an extended workshop such as this.

(K) Yes- it would benefit most those least able or willing to participate.

(M) Yes- Hopefully this type of workshop would lead other libraries to realize we're all in the same boat.

(P) Yes. I think every library would benefit from an evaluation.

(S) Of course.

(T) Definitely.

(V) Definitely!!!

Question 9:

How confident would you feel about participating as a team member in conducting a workshop such as this for your colleagues?

0%	1
50%	7
(More than) 50%	2
75%	9
(More than) 75%	2
(Less than) 100%	4
100%	5
No response (on scale)	3 *

Please comment.

* (2) Confident of ability but not time and also not confident of anyone's ability to condense to time available (one day workshop, for example).

(4) Would like to invite Roger and one or two other members of the Institute to come to conduct one day workshop. (75%)

(5) Need materials and some guidance. (More than 75%)

(6) Would need a great deal of preparation and study to feel confident. (50%)

(7) I would want to have a long heavy discussion on who does what, etc. For example: I could not explain how to pick a random number. (50%)

(9) Need to finish my own project before I'm sure of my ability. (75%)

(C) If one could have advice and direction from Roger, Dan and Karen. (100%)

(D) I'd be reluctant to do it alone at this point. (100%)

(E) Almost completely confident- missing the magic of statistical mumbo-jumbo- but feel very comfortable in general techniques. (Less than 100%)

(G) Still have some questions but answers should come as work continues. (100%)

(H) Love to try it. Continuing education for us. (75%)

(J) Great idea. A packet of forms, or a format suggestions sheet would be helpful, or a 'teaching outline' or something like that. (More than 75%)

(K) Could handle format, organization, editing, not sure about manipulation of statistics (charts, tables OK). (More than 75%)

(L) I'd like to learn how to give a workshop, and the techniques you instructors used which I'm not consciously aware of. (75%)

(M) Plans are being made! (75%)

(N) Would need back up support. (Less than 100%)

(O) Feel very confident in community analysis, but less so in sampling techniques (for resources) and interpretation of the data. Could explain how to do it and <u>why</u> to do it. (75%)

(P) I feel this is a valuable enough process that it should be transmitted. (More than 50%)

* (Q) As a team member I could participate but I could not do workshop on my own.

(S) Would need organizational assistance. (More than 50%)

(T) When we are finished completely with our report I will be more confident. (75%)

(U) I am not a "professional" librarian. (0%)

(V) As a team participant I have not participated in all aspects of the study. (50%)

(W) Confident in some areas, inadequate in others. (50%)

Question 10:

If you have further comments on any of the above questions, or would like to react to matters not covered in the evaluation form, please note them below.

(2) I still feel that the whole question of units of library service did not belong as part of this institute, even though I learned something. And, that time as well as considerable wheel-spinning time could have been better spent in further definitive directed learning, or longer consultations. And that something should have been planned for those who were not consulting. And time limits and guidelines should have been given for the oral reports as part of the assignments for Phase II.

Sorry I'm not being tactful- I'm tired- but I have to tell you that I'm somewhat disappointed and frustrated by Phase III and I hope that if you do it again you'll do some more thorough preparation.

Thank you- It wasn't a waste of time- I just think it could have been better.

(3) Needs tightening up- somewhat loose in format but basically good.

(5) Weak Point: Phase II- Could conference calls by prearranged schedule keep us from bogging down after first 3-4 weeks? Maybe one each month, arranged around visit. We could then list questions instead of putting it off.

Earlier visits might make consultation by phone more accurate for SU team as well as participants.

1st phone call: 2-3 weeks after Phase I
-------- visit: 4-5 weeks after Phase I
2nd phone call: 6-7 weeks after Phase I
3rd phone call: after holidays?

(6) Felt that there was some wheel spinning and emphasis on unimportant and uncontrollable aspects.

(7) I felt that his phase was not as successful as Phases 1 and 2. It was too fragmented, not enough time. Also, I feel the lack of free time for everyone was bad. The teaching staff was overworked and would have profited by an afternoon break. I realize that this is an experiment- if it was done again I really feel it should be changed.

Lastly, I feel much more apprehensive about what I will do next than I did in Phases I and II. I feel that I need direction, but that the cord is being cut.

(A) An objective evaluation based on skills learned would have been better than this evaluation approach.

(B) Would suggest a change in the format for Phase III.

1. 4 days- would allow more time for consultations and the consultants.

2. Day 1 - Reports from Libraries
   Day 2 - Consultations
   Day 3 - Conclusions, Recommendations
   Day 4 - Wrap up - to include other ideas that crop up during other days.

The other alternative would be to lump libraries by some unifying problem size, similarity? and do group consultations rather than individual consultations.

(E) Once again, I will state that this is the best library workshop, institute, etc. I have ever attended. Beautiful people, great approaches to problems, esprit de corps without "group think", and a very pragmatic approach to a very important issue.

(H) More time was needed for individual consultation- two or three separate sessions. Perhaps sessions with similar sized libraries.
More on strategies for change- Individual discussion.

(J) In general, a great idea and a great success.

(R) Clara was an asset that should have been retained.

(S) Excellent content.
I am very much the beneficiary for having participated!

(X) Needed a copy machine- capability to reproduce.

APPENDIX III

ROSTER OF PARTICIPANTS

Participant's Name and home address	Pre-institute employment address	Post-institute employment address, if different	Number of dependents
1. Delma H. Batton 1081 S. Bradford St. Dover, DE 19901	Dover Public Library 45 South State St. Dover, DE 19901		0
2. Curt Bohling P.O. Box 9041 Providence, RI 02940	Pawtucket Public Library Pawtucket, RI 02860	Kalamazoo, MI	1
3. Irene Brisacher 108 Pier Lane Fairfield, NJ 07006	Fairfield Public Library 241 Fairfield Rd. Fairfield, NJ 07006		0
4. Sandra R. Broom Sterling City Road Lyme, CT 06371	E.C. Scranton Memorial Library P.O. Box 631 Madison, CT 06443		0
5. Janice M. Charbonneau 269 Main St. Northboro, MA 01532	Central Mass. Regional Library System Worcester Public Library Salem Square Worcester, MA 01608		0
6. Ruth E. Corkill 76 Park St., #10 Pawtucket, RI 02860	Pawtucket Public Library Pawtucket, RI 02860		0
7. Sara H. Eggers 36 Harrison St. Princeton, NJ 08540	Madison Township Free Public Library 3000 Highway 9 Old Bridge, NJ 08857	name of library changed to Old Bridge Public Library	1
8. William A. Elgie Lake Club Apts. Dover, DE 19901	Dover Public Library 45 South State St. Dover, DE 19901		0
9. James H. Fish 26 Elizabeth St. Fitchburg, MA 01453	Leominster Public Library 30 West St. Leominster, MA 01453		1
10. Lorraine Fry Box 390 Chestertown, MD 21620	Kent County Public Library (trustee) P.O. Box 386, High Street Chestertown, MD 21620		0
11. Ralph Gers 5464 Endicott Lane Columbia, MD 21044	Maryland State Dept. of Education Division of Library Dev. & Services P.O. Box 8717 - BWI Airport Baltimore, MD 21240		3
12. Gail Grele 615 S. First Ave. Highland Park, NJ 08904	Madison Township Free Public Library 3000 Highway 9 Old Bridge, NJ 08857	name of library changed to Old Bridge Public Library	0
13. George J. Happ 25 Cleveland Ave. Highland Park, NJ 08904	East Brunswick Public Library 575 Ryders Lane East Brunswick, NJ 08816		1

Roster of Participants

Participant's Name and home address	Pre-institute employment address	Post-institute employment address, if different	Number of dependents
14. Katharine Hurrey Port Republic MD 20676	Sou. Md. Regional Lib. Assoc. P.O. Box 1096 La Plata, MD 20646		4
15. Craig Joyce 41 Spring St.-Apt.1 Princeton, NJ 08540	East Brunswick Public Library 575 Ryders Lane East Brunswick, NJ 08816		0
16. Sylvia Kaye 22 North Ave. Weston, CT 06880	Westport Public Library (Friend of the Library) 19 East State St. Westport, CT 06880		1
17. Louise Kreger 11 Gray Oaks Lane Greenwich, CT 06830	Westport Public Library 19 East State St. Westport, CT 06880		0
18. Judith L. Levine 35 Barney Rd. Elnora, NY 12065	Shenendehowa Free Library RD #4 Mechanicville, NY 12118	Goodnow Library 21 Concord Road Sudbury, MA 01776	3
19. Helen Lowenthal Box 205 Chester, VT 05143	Springfield Town Library Springfield, VT 05156		0
20. Mary Joan Moench Old Quarry Rd. Guilford, CT 06437	E.C. Scranton Memorial Library P.O. Box 631 Madison, CT 06443		0
21. Charles F. Moore 2 Richardson Terr. Worcester, MA 01602	Auburn Public Library Auburn, MA 01501	Harris Institute Library Woonsocket, RI 02895	5
22. Louise Mowen 153 South Carlisle St. Greencastle, PA 17225	Lilian S. Besore Memorial Library 305 E. Baltimore St. Greencastle, PA 17225		0
23. Barbara Nelson 24 Carlson St. Everett, MA 02149	Beverly Public Library 32 Essex Street Beverly, MA 02114		0
24. Mark A. Nesse 19 Riverview St. Beverly, MA 01915	Beverly Public Library 32 Essex Street Beverly, MA 02214		4
25. Mary Lee Niemi 145 Berkeley St. Rochester, NY 14607	Brighton Memorial Library 2300 Elmwood Ave. Rochester, NY 14618		0
26. Priscilla Page 15 Woodstock Ave. Rutland, VT 05701	Vermont Dept. of Libraries Southwest Regional Library Pierpoint Ave. Rutland, VT 05701		0

Roster of Participants

Participant's Name and home address	Pre-institute employment address	Post-institute employment address, if different	Number of dependents
27. Frances C. Penta 14 East St. Beverly, MA 01915	Beverly Public Library 32 Essex St. Beverly, MA 02114		1
28. Francine Rodger 25 New Castle Rd. RD #1 Waterford, NY 12188	Shenendehowa Free Library RD #4 Mechanicville, NY 12118		4
29. Nancy D. Ryan 104 Suburban Ct. Rochester, NY 14620	Monroe County Library System 115 South Avenue Rochester, NY 14604		0
30. Joel Stern 739 Kings Row Charleston, WV 25314	Kanawha County Public Library 123 Capitol Street Charleston, WV 25301		2
31. Edward Szynaka P.O. Box 697 Massena, NY 13662	Massena Public Library Glenn Street Massena, NY 13662		1
32. Claudia Burnett Sumler 208 Mt. Vernon Chestertown, MD 21620	Kent County Public Library P.O. Box 386, High Street Chestertown, MD 21620		9/75-0 1/76-2
33. Sally Trace 50 South Ridge Ave. Greencastle, PA 17225	Lilian S. Besore Memorial Library 305 E. Baltimore St. Greencastle, PA 17225		0
34. Carolyn S. Wolfe 39 Babcock Drive Rochester, NY 14610	Brighton Memorial Library (Trustee) 2300 Elmwood Ave. Rochester, NY 14618		4

FROM THE REAL WORLD (continued)

under control though far from finished at this point (10/28/75). His feeling of progress is somewhat marred by the "more-knowledge-leads-to-more-questions syndrome." He had done very little with the library analysis as yet. He reported that a lot of homework, some writing, and considerable overtime had resulted in premature graying, loss of sanity, and adherence to his time table - two aspirins every four hours.

Surprises for Ed

Ed Szynaka reports from Massena that he has located ten different areas in the community, with registration ranging from 76% to a low of 30%. He indicated that, contrary to his expectations, adult registration represents a higher proportion of its population (51.5%) than juvenile registration (48%). Also contrary to previous assumptions are the circulation figures - 65% adult, 35% child.

Budget problems

Judy Levine wrote (10/22/75) that they had been sidetracked by budget difficulties and were at that moment embroiled in a petition campaign. Roger reported that progress had been made, in spite of these distractions, when he returned from his November 12 visit.

Who? When?

The community analysis was underway when Curt Bohling wrote from Pawtucket October 25. The census tracts had been done, a table bought, and three people were to work the following week with the analysis as high priority, one with that as the highest priority. He commented that the major problem is that work does not go away... leaving him with the questions of who can work on the study and when.

Large Print Conference

Curt also sent an announcement for a conference on large print books and magazines to be held in Providence, R.I. on Thursday, December 4. The Senior Awareness Program of the Pawtucket Public Library is co-sponsoring this meeting, and it is hoped that there will be an exchange of information between all parties with an interest in such materials, including publishers, librarians, agencies, and readers. For further information, call Curt at 401-722-8840. (Registration deadline is November 26.)

Elusive census data

Claudia Sumler has just started working on civic organizations and finds the results very interesting. She has, however, encountered some difficulties in locating all the census data she needs for her area. Elusive elements include a breakdown into election districts for children under 18 (the one she found begins at 16), marital status, and a breakdown on industry. She has contacted a wide variety of agencies in her search, ranging from the Board of Education to the Health Planning Council for the Eastern Shore. To date, results have been negligible though she has been promised some computer printouts from the state planning agency which may provide the needed information on industry. In the meantime, she would welcome constructive suggestions on where to look. (10/24/75)

AFTER !!!

Another meeting

Kitty Hurrey, Ralph Gers, Lorraine Fry, and Claudia Sumler planned to get together

(continued on page 4)

FROM THE REAL WORLD (continued)

for a bull session and exchange of ideas sometime during the first week in November. They were hopeful that Delma Batton would be able to join them.

"Action" in Maryland

Kitty Murrey sent a copy of their "Action", a resource guide of community services in Calvert, Charles, and St. Mary's Counties, with the comment that it took two years to compile and keeping it updated is a "horrendous task." She agrees with the management that it would be a mistake for groups to get themselves sidetracked into this kind of activity as part of the study.

Project timetables/midnight oil

George Happ and Craig Joyce spent the first week after Minnowbrook developing a "project timetable" (copy attached) with the ambitious and optimistic goal of handing over the final draft to a typist by December 15. However, even though the work is in full swing and no major snags have yet cropped up, they suspect that they will need to "borrow some midnight oil" on January 2.

Craig, who has been writing letters and telephoning all over the state, has found that much of the needed information has already been compiled by other agencies. Particularly helpful so far have been the local school board, the township planning office, and the N.J, Department of Transportation.

So far, the East Brunswick study has concentrated on the community but analysis of the library is expected to begin on schedule. They report that they are finding all this "very exciting," especially in light of their move into a new building which is still on schedule for February.

Having Dan near-by at Rutgers has not been as much help as they expected. Three out of four calls to his office have proved to be wrong numbers ("Dan? Dan who?") and his most helpful suggestion has been that the evening of December 31 might be a good time to work on final stages of the project since no one would be around to bother them. (10/30/75)

Community survey

Craig and George also sent copies of a questionnaire and cover letter which they had sent to community groups, explaining that this information was needed so that library services might be better planned to meet community needs. Questions included the approximate number of members of the organization, the general meeting schedule, the usual duration of a meeting; specific information about special events such as type (cultural, fund raising, entertainment, etc.), brief description, frequency, target audience, anticipated audience, and fee charged; an indication of any need for meeting room facilities for regular meetings and/or special events; and an exploratory question on possible need for computer time if a public access computer (grant funded) were to be made available.

CLASSIFIEDS - WANTED

Midnight oil, non-polluting. Unlimited quantities, dirt cheap. Call any participant or 315-423-4511.

Inspiration. Always a last-minute necessity in this type of undertaking.

Time. The Romans knew about the phenomenon - Tempus fugit - but even they never discovered where it goes. Any information would be appreciated.

Philosopher's stone. Call Greg Nulle.

Captions for 44 (count 'em!) photographs taken at Minnowbrook. Can you identify all the subjects? Can you find your own picture? Come to Thornfield prepared to deal with these weighty philosophical questions.

Up-to-date bulletins about your progress and any classified ads you may wish to submit for the stupendous (stupifying??) Christmas issue. Projected date of publication is December 18.

Vol. I
No. 2

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THE STANDARD DEVIATIONERS' LOG

School of Information Studies, Syracuse University, Syracuse, N.Y. December 18,1975

Newsletter of the USOE Institute on Developing Dynamic Public Library Services Responsive to Community Needs. Phase II.

IVORY TOWER VISITS REAL WORLD

MEANWHILE, BACK AT THE RANCH...

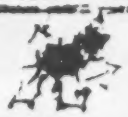
Thornfield

We stay-at-homes are busy with preparations for the Phase 3 workshop meeting at Thornfield Conference Center January 10-13. Attached sheets include a map of the immediate area, a chart of room locations, and a yellow form for your room preferences and travel plans. Please complete and return the yellow sheet as soon as possible. (How about last week?)

ENCOURAGING PROGRESS REPORTED

Roger, Karen, and Dan are on the road this week, completing the round of on-site visits to the libraries of Institute participants scheduled for Phase II.

Each library being studied receives a visit by a member of the teaching team, who acts as a consultant for the day in assisting the participants to apply their newly learned skills to their own libraries.



SEASON'S GREETINGS

FROM ALL OF US TO ALL OF YOU

Accommodations

Each of the 24 bedrooms has twin beds and each pair of rooms shares a bath. Single occupancy can be arranged within limits; for details and rates, see yellow form.

Coffee is plentiful, according to the brochure, and candy, soft drinks and cigarettes are available for purchase. Mixers and ice will also be available, but, other than beer (25¢ a can in the soda machines) it is strictly BYOL. Note: (from Center Procedural Instructions) "Thornfield expects that use of alcoholic beverages will be minimal and discreet."

A telephone is available for use: 315/655-3132 for incoming calls and 315/655-3123 for out-going calls Please report

(continued on page 2)

Late Flash from Karen

Karen paused briefly in Syracuse Tuesday and Wednesday between visits to Madison, Conn., Pawtucket, R.I., Massena, N.Y., and a jaunt to Springfield, Vt. to spend the day Friday. She reports that most of the participants she has visited are in the process of compiling their data and Ed Szynaka even has his in chart form though he hasn't finished writing up the report.

She also learned that there has been a system of communication established among the participants, and through this grapevine has come the suggestion that those who have regional beer in their area bring a six pack or two for exchange and

(continued on page 2)

THE STANDARD DEVIATIONERS' LOG: Vol. 1 no. 2

Staff for this issue..... Barb Minor

Contributing Editor..... Ruth Patrick

Newsletter of the USOE Institute on Developing Dynamic Public Library Services Responsive to Community Needs. Published in Syracuse, N.Y. at the School of Information Studies, Syracuse University. Free to participants and interested parties.

BACK AT THE RANCH

(continued from page 1)

any long distance calls to the conference secretary so we won't charge you for the wrong calls.

There is a very good restaurant in the area: would anyone be interested if we can make arrangements?

Travel

Our reservation begins officially at 5 p.m. January 10 and we are expected for dinner at 6:00. On January 13, lunch will be the last meal (at 12:30) and you should be able to leave by 2 p.m. We expect to meet anyone flying in at the airport and take them back for their return flights. Please complete the yellow form!

Certificates

Don't forget to bring your half of the Minnowbrook certificates!

Stipends

Stipends are being calculated as before, at $15 per day for each participant and dependent's allowances at $3 per day per dependent. This time the time period is 3 days rather than 4 so the "base" for each person will be $45. If there has been any change in the number of your dependents, please let us know so we can send you a form (to make it official) and adjust the amount of your check accordingly.

New Participant

Gaile Grelc, who has been working on the study with Sara Eggers at the Madison Township Library, will be coming with her to Thornfield.

ENCOURAGING PROGRESS REPORTED

(continued from page 1)

tasting. Utica Club will probably be the most heavily represented, according to Karen. (Should we call that a "hop-vine" instead?)

Roger

Roger, who was last heard from swimming the Potomac, was still going strong and very pleased with the visits he had already made. He left December 10 for an extended tour, taking in southern Maryland Thursday and Friday. After a weekend in Wasington with his brother, he was scheduled to be in West Virginia on Monday; Dover, Del. on Tuesday; and Auburn and Leominster, Mass. Thursday and Friday before returning to Syracuse late December 20.

Dan

Dan had visits scheduled to Fairfield Public Library, Madison Township, and Greencastle, Pa. December 10, 11 and 17. It still is almost impossible to reach him by telephone. He could still be wandering around in Pennsylvania...

Complete Schedule

A complete schedule of visits is attached. The Rochester trip has been postponed until after Christmas due to difficulties in finding a time when everyone concerned could be there.

BIBLIOGRAPHY: IMPLEMENTING CHANGE and COMMUNICATION (suggested by Dan...)

Aronson, Elliott. The Social Animal. San Francisco: Freeman, 1973.

Havelock, Ronald G. and Mary C. Havelock. Training for Change Agents. Ann Arbor: University of Michigan Institute for Social Research, 1973.

Lin, Nan. The Study of Human Communication. New York: Bobbs-Merrill, 1973.

Mortensen, C. David. Communication: The Study of Human Interaction. New York: McGraw-Hill, 1972.

Rogers, E.M. and F. Shoemaker. Communication of Innovations. 2nd edition. New York: Free Press (McMillan), 1971.

the Deviate...

being an occasional published for purveyors of information as the need arises, and as time allows. Editorship is determined by casting lots and casting out nines*

March issn: 1

* EDITOR'S NOTE: "I hereby resign the editorship of the United States of America"... The success of Minnowbrook was due to the right mix of good people, good times, and good ideas. The same should be true of this thing - especially as regards the latter. Therefore let us establish a rotating editorship; each issue will be done by a different person, and will contain varying doses of the following: a) *"How I run my library good"* ideas, b) *"Minnowbrooky"* stuff, c) details of the next reunion/ lonely hearts club/etc. I'll do this one (obviously), Jim the next, and thereafter only the gods know. Any volunteers?

news

Claudia has rec'd $143,861 for a new building. The only roadblock now is a band of retrogrades known as the "Chestertown Historical Commission". If Claudia will supply names, perhaps we could all make obscene phone calls? She further reports that she has finished her conclusions and recommendations!(fink) and further...

"Roger was in Maryland to chair a panel (which consisted of Ralph, Lorraine, Kitty, and me) on the project. As you can imagine Roger and Kitty did all the talking. Now Roger is whooping it up in Barbados (lucky rat)."

Lucky rat indeed, Ms Sumler!

Good reads dept.

The Temporary Society (Bennis & Slater) addressed so many of the things which have been buzzing around in my head that I found myself *pushing* it on anyone who would listen. (Then realizing that I had the only copy, had to buy and pass them around like cigars.)

The book somehow manages to make sense of the very important, but usually blurred relationship between democracy, technical innovation, change, and individualism...and organizations, people and leadership ...

Executive leader-ship must take responsiblity in creating a climate that provides the security to identify with the adaptive process without fear of losing status and self-esteem. and...

The 'good-place-to-work' resembles a super-graduate school, alive with dialogue and senior colleagues, where the employee will not only work to satisfy organizational demands, but, perhaps primarily, those of his [sic] profession

With some embarassment I recall that this was required reading for at least two courses while I was in library school.

◆ ◆ ◆

Neighborhood Power, the New Localism by David Morris and Karl Hess [of Goldwater speechwriting fame] Beacon Press, $3.95. Good stuff. Some useful guidelines in "defining" neighborhoods.

Good ideas

$ One Catherine Compton (who toils in Uncle Curt's Vineyard) laid the following on us: On the next nice day, drive around town with a 6-pak and the city directory. Find the poshest neighborhoods, and check the occupations of several of the wealthiest. Now dream up some special projects or furnishings which might be compatible with those occupations. Then you and a heavyweight Trustee put the arm on said person. (If Dan suggests finding the posh neighborhoods with census data, we'll know he's been in skool too long.) Then follow with a piece in the local rag on Mrs. & Mr. Jones' generosity, and close with a classy plaque in the entryway.

• • •

Library of Congress Cataloging in Publication Data

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3. Community organization. 4. Educational planning.
I. Jennings, Robert E., joint author. II. Milstein, Mike M., joint author. III. Title.
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• • •

● People Thrive On Change

Much spur-of-the-moment buying is done because people like change. Women, for example, like to change their hair styles, rearrange the furniture, and try new ways of cooking. Men also like change, but often refer to it as a "need." For example, they need new cars; they need additional golf clubs; or they need new rods and reels because they are dissatisfied with the old ones.

Both men and women seek stimulation through change. This "fifth need of man"--as change is sometimes called--is the reason for fashion cycles in consumer products such as foods, books, clothing, furniture, and even houses.

• • •

Enclosed (blue sheet with attachment) is Beverly's contribution to the annual "How-I-Run-My-Library-Good" idea-swap held by an association in the area. Each library prints enough for the entire group, then swap at the Spring meeting. Makes a great idea-file, and is simple. Enclosed also is a copy of the narrative portion of Beverly's program budget (as of last November). Some sections are very good, some need work...but its a start.

I overheard Wilbur say the other day that Fanne Foxxe had moved to Westport, Connecticut. Perhaps Louise will drop a line (for the benefit of us voyeurs) as to what Ms. Batistella reads these days!

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Nice Music Department-"Classical" by Barbra...strongly recommended.

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MORE reads

MONEY, February. *Oceans of Beer from Overseas*, by Mayo Mohs. Citizen Mohs quotes one Jeanne McCallum, a Canadian *librarian* as saying she prefers American beer to other varieties because she basically doesn't like beer. One shudders to think of the consequences had Minnowbrook been attended by colleagues of such ilk. I say, "If you don't like beer, find another profession, Ms. McCallum!" Otherwise a decent enough article.

• • •

Downtown Idea Exchange: (Sample enclosed) Ask your planning department if they would like a subscription, and you may find that you have leapfrogged up the capital construction priority list. Most downtowns are fizzling...and with them valuable tax revenues. Good librarys will draw people back downtown.

The info in this issue of D.I.E. has some rather important long-range implications for us. If higher income folks (who tend to be active library users) are traveling longer distances to shop, in states with state-wide reciprocal borrowing they will be traveling greater distances to a good library. And on the subject of downtowns... when looking about for lobbying help, first hit those institutions with a real vested interest in downtown vitality - banks, savings & loans, newspapers, realtors - and remind them of your contribution to their well-being. These folks have clout. Then rally the LWV and box-top readers; they don't need to be reminded of the value of books and reading.

REPORTS FROM THE FIELD DEPARTMENT:

Paying heed to exhortations from the guru Greer, Beverly, Leominster, and Pawtucket engaged in a round of critique/visitations cum celebrations on three consecutive Wednesdays (Wednesdays will never be the same).

The format was essentially: Minnowbrook attendees plus others (usually varied from trip to trip) arrived about 9:30 (after a 1¼ hour trip), coffee and danish, orientation to the library, Grand Tour, lunch, individual visits by visitors to their counterparts' operation, then an open meeting in which as many of the visited staff were present . . . and the visitors took their shots. Some feathers ruffled, some toes stepped on, some egos pierced. The The experience was personally painful, but very valuable. I think Beverly got more than they gave in the way of help/advice.

Leominster is understaffed, and has done some very innovative things to stretch bodies, and to fully utilize everyone's talents. Pawtucket has done some very creative things to wring the most out of the building, and has cranked up some very good programs. As Beverly is somewhat between fat and lean as regards the size of staff and building, we benefited from the travail of both.

And the visitations were rounded out by three very pleasant evenings - truly in the Minnowbrook style . . . at Signora Penta's Villa, at Smiling Anne's pad, and at Uncle Curt's estate.

DATELINE . . . LEOMINSTER:

The most obvious benefit of the "exchanges" with Beverly and Pawtucket that pops to mind is getting to leave work for the day, go for a ride and visit. The exchanges were much more important than that though. We saw how others handled things and compared notes. You realize that just because a system has always worked for you, it's not necessarily the best or most efficient way. We really learned many new things, and we also learned to appreciate what we have.

The people at Leominster Public Library feel better about their jobs and their library.

Joan Strang,
Head of Technical Processes, LPL

The exchange program with the Beverly and Pawtucket Public Libraries was one of the most rewarding experiences with which I have been associated. The opportunity to see other libraries and talk to other concerned library staff members was a distinct turn-on for Leominster's staff. For most, it was a kind of "Minnowbrook high". For others, it was varying levels of consciousness-raising.

As fantastic as it was, the experience might have been improved if more time could have been devoted to "social/professional" talk. There was not a great deal of structure, but I found the after-hours, get-to-know-each-other-and-relax-with-a-drink atmosphere that was obtained each evening was more conductive to constructive discussion. Alcohol brings the best our in me, anyway.

Hats off to Mark and Curt who fought off their usual tendencies to be verbally dominant and promoted an excellent "give and take" attitude. At least in Mark's case, it might have been that he was too busy stuffing his face with chocolate eclairs. I also give four stars to the Fran Penta lasagna factory and excellent notices to the seafood at the Bohling household.

Jim Fish

The Rhode Island Reaction will follow in a later edition of the Deviate. Watch for it!

Nuts and Bolts Department:

1. Roger needs two copies of everything (Introduction, Community analysis, library evaluation, conclusions and recommendations) by May 1st for the U.S.O.E. report. He sent me a checklist of those who had submitted same -- the following had best get their butts in gear: Auburn, Beverly (egads!), Brighton, East Brunswick, Fairfield, Greencastle, Madison, Massena, Pawtucket, Springfield and Westport (Would have been quicker to list those who are finished).

2. Anyone planning to attend Chicago?ALA should contact Roger regarding the vaudville act - or whatever it is he has in mind.

3. Inherent in the concept of a newsletter, is "news". Please send some!

4. Anyone planning to attend Chicago/ALA should also get in touch with Kitty or me and give us some feed(back): We will need to collect some money. How much depends on the sort of thing you would like. Please fill in the blanks below and return to Kitty or me as soon as possible.

****

Name _____

Dates in Chicago _____ Hotel _____

Reunion preference (orgy, tea, Grand Event, sock hop, party or?) _____

_____

_____

Willing to hold the above thing in your room? _____

How much money would you be willing to get up? (And on this note, collecting money is such a drag. Will everyone please remit the amount finally decided on as soon as possible) $ _____

Other comments, NEWS, etc. . . . . .

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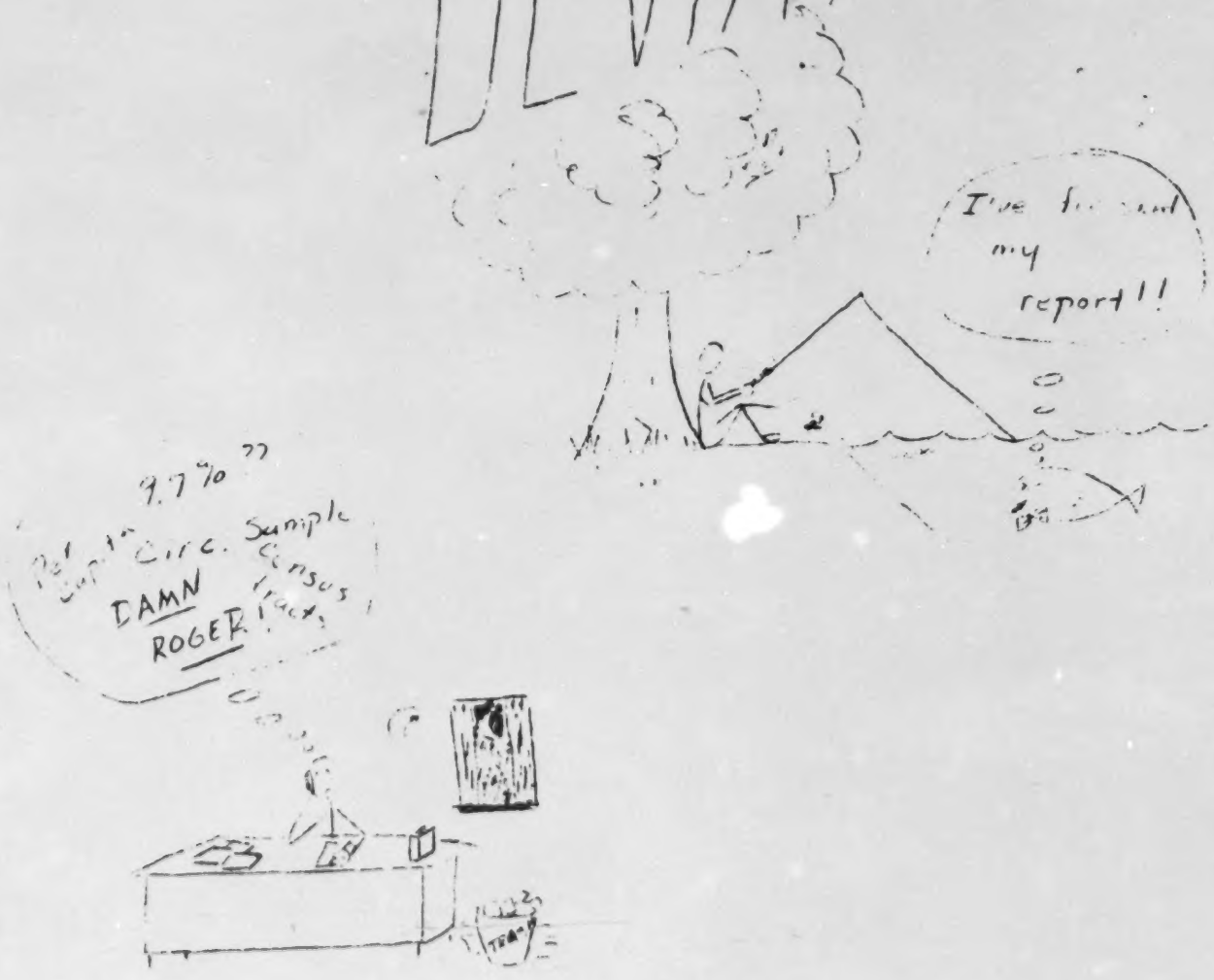
The STANDARD DEVIATE



Here it is, Minnowbrookians, the highly-touted (by me, mostly) next issue of the "Standard Deviate". It is filled with all the drama, emotion, high comedy, and heavy philosophy that characterize public library service in this our nation's Bicentennial and in this important Centennial year for our profession (does that mean that all librarians are now at least 100 years old?).

MINNOWBROOKIANS ON THE MOVE...

The most dramatic news in this issue is the fact that three of our number are changing jobs. Curt is resigning from Pawtucket as of July 4 (speaking of the Bicentennial) to concentrate on dealing with old and rare books, operating out of Kalamazoo, Michigan. Quotes from our man that appeared in the Pawtucket Times include these beauties:

"I now realize that doing the job properly in Pawtucket is about the same as entering a monastery. I'm not the man for it." Curt, a monk? Think of the possibilities. Rasputin?

"So much about this new life intrigues me. I'll be able to write and rant and rave about what I see as wrong without worrying about how this will reflect on an institution... I can just be me". Look out, world!

Ironically, as Curt departs R.I., enter Chuck as he has already departed Auburn for Woonsocket, R.I. He began his new job on June 14 (Flag Day -- these people are being very patriotic).

To continue the domino effect further, Helen has left Springfield, Vt. to become director of the Sudbury, Ma. P.L. effective July 1.

Best of luck to each of you. Don't forget to spread "the word" whither you go.

WHAT'S HAPPENING WITH EVERYBODY...

Caustic Comments from Conn.: No word from Madison, but we know Sandy is alive and well because Louise reports her attendance at a library Construction Workshop on May 22.

Louise said that "we bandied the Institute and Roger's name about". Nothing libelous, I assume. LK also reports that 'Dan answers the telephone in his underwear', proving once again that a good reference librarian can find out anything.

Doings in Delaware: Delma reports their decision to postpone publication of the study until fall and concentrate on publicizing services, etc. The library's hours have just been increased.

Meanderings from Maryland: I have received no word from Ralph so I assume he is still back at Thornfield trying to fill an inside straight. Good luck, Ralph. No direct word from Kitty, but Claudia wrote that our fabulous social director and all-round nice person was off to Europe around the first of June. Life is tough. Claudia also said that Kent County P.L. "is slowly moving towards a new building." We are all invited to ground breaking next fall.

Much from Mass: Chuck, besides his move, reports that he and Jan completed the Auburn study. Now it looks like he can do it all over again for Woonsocket. He adds that he, Jan, and a tall, handsome, intelligent, mysterious library director (C'mon,you guys - ME, not Nesse) conducted two all-day workshops on community analysis for libraries in our region. We were wonderful.

Jan is still wearing with pride her Syracuse T-shirt (I hope she eventually washes it) and is getting plenty of sleep - probably in preparation of Minnowbrook II.

The Beverly P.L. is alive and well despite Mark's best efforts. You will note the enclosed microfiche copy of the BPL study. Those guys do everything with a touch of class. Mark is in the market for a used sports car (Austin Healey, preferred). It just has to be big enough for his body, a couple of cases of beer, and his ego. Anyone got a Mack Truck for sale? Fran went to Hawaii for several weeks, Barbara went off to Spain, and Mark remained chained up in the library eating coffee stirrers and not brushing his teeth.

Notes from N.J.: From E. Brunswick we hear that they moved into their new building in April. They're still unpacking and having fire alarms go off three times a day and other assorted goodies that occur with a new building. The formal dedication took place June 13 with poet John Ciardi as the guest of honor. Class, huh? They are "closing in" (whatever that means) on the finish of their study.

No word from Irene, but Sara reports their study being almost wrapped up despite the fact that "all the facts have changed already". Gaile suggests that training for reference librarians should include working with census tract data and that she has found the information very useful in her day-to-day work. I agree. Great stuff we all got there.

Etchings from the Empire State: No direct word from Big Ed (I hope he's not lost again), but the enclosed annual report from Massena (by way of Mark) will serve to remind us that of his existence and how it is often more blessed to steal than to create. Good work, Ed!

Judy and Francine report all kinds of happenings at the Shenendehowa Free Library. They decided not to move into the Mall as was previously discussed but have launched into a lot of activity. Just a few highlights: programs on back-packing, "shut-ins", "Lunch Bunch" program for the fall, adding Saturday hours, and pushing p.r. Judy writes "It's a great time to be here. We're having a wonderful time". I bet they are!

No word from Carol, Mary Lee, and Nancy. I guess they are busy looking for a library building upon which to put the Syracuse pennant we gave them.

Potpourri from Penn.: Sally writes that she and Louise were 'in print' as of the end of March (made us all look bad, too) with a very widespread distribution of their study. They are now getting to real stuff of implementing recommendations made in the report. Sally has also helped produce a local history book that the library published as a Bicentennial project. It's called "From Terror to Freedom in the Cumberland Valley".

Ravings from R.I.: Not much news in addition to Curt's bombshell. I do hear, though, that Ruth is attempting to produce a television version of "Cooperation Squares". Only kidding.

Verses from Vermont: Helen writes that the Vt. Dept. of Libs. printed up 100 copies of her report and hopes that some time next year she and Priscilla will "pass on the experience" to other p.l.'s in the state. No direct word from Priscilla. I think she's still in mourning for Helen's leaving.

Whimseys from W. Va: No word from Pete. I figure he is either busy burning books or using his fantastic telescope. It's about that girls' dormitory across from his apartment. . .

Sedition from Syracuse: Roger reports that he and Karen are swimming at ¼ mile a day (I'm naive - I believe it), probably in preparation for the Great Skinny Dip at Minnowbrook II.

Speaking of a not-so-skinny dip, I must report that Dan is making progress with his dissertation. I think he has already taken the cover off his portable typewriter. Rumor has it that he had been practicing his Indian wrestling until she decided to go back to the reservation. Ruth has been running around the country preaching the gospel according to CLENE and Minnowbrook.

Grumblings from Greer: Roger needs a couple of things (in addition to a new personality, of course). His final report to U.S.O.E. is due the end of June, and it would be great to include any activities any of us have had along the line of "spreading the word" from Minnowbrook. For example, the workshops Chuck, Jan, and yours truly did for our region or the presentation Mark and I did for the Greater Boston Public Library Administrators. Incidentally, Barbara did a great bibliography and then chickened out of the presentation. I can't blame her, though. I certainly would not want to be involved in a presentation with Mark and me. She has good taste.

So, please get the date, group, and activity to Roger immediately.

Also, the guru needs more information on Minnowbrook. We need some commitments. Who's definitely going? Who's definitely not? Any strong probablies?? We all learned how important planning is. Let's do some of it. I, for one, wouldn't miss it for anything. The sight of Dan in a bathing suit was worth the price of admission. If they do a remake of "Moby Dick", Dan won't have to finish his dissertation.

ALA: It looks like Minnowbrookians will be in abundance at Chicago (they are prolific, aren't they?). So far, it looks like Roger, Karen, Helen, Louise, Kitty, Claudia, Irene, Ed, Delma, Craig, George, Mark, and your friendly

editor will prabably be there. And those are not returns from everyone. There will be a social gathering/orgy. Date, place, and time will be forthcoming.

Roger has had the infinite good taste to choose Claudia, Craig, and yours truly to participate in the four ALA sessions on community analysis to be held Tuesday, 7/20 (I guess he made selections only on the basis of good looks). Others at ALA are "ordered" to come to the sessions to act as resource persons.

ERIC

When writing for information about how to get your report published in ERIC write to -

Educational Resources Information Center
National Institute of Education
Washington, D.C. 20208

PUBLICATIONS OF INTEREST

The January, 1976 issue of "Library Trends" is on, believe it or not, "Community Analysis and Libraries".

Two Gallup works that might be of interest are "The Use and Attitudes Towards Libraries in New Jersey" (single copies available free from Library Development Bureau, New Jersey State Library, 185 W. State St., Trention, NJ 08625), and "The Role of Libraries in America, 1975" ($5.25 prepaid from Betsey Crawford, Kentucky Dept. of Library and Archives, P.O. Box 537, Frankfort, KY 40601). Good reads. Remember a "Standard Deviates" work is never done.

NEXT ISSUE

Fran and Barbara have already volunteered for the next issue (probably some time before Minnowbook II). Please send them your tidbits, gossip, divine revelations, or whatever. If the newsletter seems to have a Mass. tinge to it, it's because it does. We don't have anything better to do up here anyway.

Take care, you guys, and I'll see you at ALA or Minnowbrook. I'm already saving my pennies for the poker game and aspirin and Visine for the good times ahead.

See ya.

87 Jim Fish
Boy Editor-in-Chief

PROV 3-21-76

Pawtucket proposal sees Darlington, Woodlawn libraries

By FRITZ KOCH
Journal-Bulletin Staff Writer

PAWTUCKET — A new library on the city's populous east side, to replace the downtown granite structure that has served since 1902 as the central library, is part of a comprehensive plan to revamp the system now being put forward by J. Curt Bohling, library director.

Bohling would retain the handsome downtown library at 13 Summer St., but he would move most of its volumes to a new building in Darlington and revise downtown services to better meet needs of nearby residents. Plans are also in the works, Bohling says, for a large branch on the west side, perhaps either in Woodlawn or South Woodlawn.

The plans are, in effect, designed simply to take the library to the people and to make the services offered by each branch more responsive to the needs of neighborhood residents. Carefully-researched studies of population characteristics of the city and surveys of library users and the services they sought were conducted by Bohling, assistant director Lee N. Flanagan and assistants Ruth Corkil and Gerald McKenna.

'Downtown is the worst location for the library'

The plans are still far from realization, with the new central library still at least two years away. It hinges on public approval of a $2 million bond issue which Bohling hopes to present in 1978. In addition, the library is preparing a request for $946,000 in Community Development Funds for construction of its proposed branch on the west side.

While branches have been established on both the east and west sides, and then have failed, most recently in 1967, Bohling maintains they were stocked with old books and poor inventories. He insists his plan is workable. He says the board of library trustees has indicated that it generally agrees with the direction in which Bohling would like to take the system after reviewing data last week from studies conducted by Bohling and his assistants.

What the studies illustrated, according to Bohling, is that downtown is, in fact, the worst location for the central library. Population of the area, according to figures developed from recent census tracts by his staff, is heavily elderly, undereducated, and poor—not users of traditional library services. Bohling would instead like to develop outreach programs, more audio-visual programs, and more home services at the downtown facility. He would also like to hold community meetings there.

In addition, he cites a lack of parking at the present library. He said respondents to a recent user survey identified lack of parking as a major problem. While he concedes that urban renewal may clear adjacent lots for parking, he doubts that it will bring with it any changes in the resident population of the downtown area. Nor do plans recently drawn by the city planning department to turn the downtown shopping area into a pedestrian mall excite in him the prospects of vastly increased patronage.

He adds that while traffic counts on the downtown circulator measure only about 6,700 cars a day, traffic on Newport Avenue measures more than 17,000 a day and on Lonsdale Avenue about 13,000.

Bohling points out that, nationally, most library users come from within one mile of the library. In Pawtucket, he says, most users come from the Darlington and Fairlawn sections. The population in those areas, he said, is younger, more educated, and more financially stable, traditional library users.

Among some of the other questions raised by the survey which Bohling and his assistants are examining are whether to aggressively pursue more male patronage and whether to seek a closer relationship with schools.

Bohling says surveys show that, of the adult users last year, 58 percent were female. He said he is questioning now whether the libray should attempt to attract more male readers through speaking programs for traditionally male groups like the Rotary and Kiwanis Clubs.

Students also are heavy users of library services, Bohling said. He said services to students, mostly from kindergarten through high school, accounted for 60 percent of the total services rendered by the library last year. He said his staff is exploring ways to better coordinate its efforts with the schools.

Bohling says libraries in general are being affected now by the doctrine of "public accountability"—the idea that public services must be shown to be provided with public funds. "We are growing more responsive to all segments of the population," he says. "The library "should be an outgoing, active social agency."

Providence Journal, March 21, 1976

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